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ABSTRACT

As part of an annual statewide evaluation process, quantitative information on community college education is reviewed by the Maryland State Board for Community Colleges. Subsequently, in particular cases, a qualitative assessment is conducted by individual colleges in response to specific questions raised by the Board. This report provides the results of individual qualitative evaluations of 50 programs throughout the community college system, as well as the results of a statewide evaluation of legal assistant occupational programs. First, the legal assistant program evaluation is presented, including program descriptions, information on student trends and characteristics, program performance, results of college evaluations, and recommendations. The next section contains qualitative program evaluation reports for 50 programs identified as having specific problems (e.g., declining enrollment, low transfer performance, low job placement rates, high costs, inadequate student follow-up, or declining number of awards). Each evaluation report includes identifying information on the college, the program, and the level of award; responses to questions posed by the Board regarding such issues as factors accounting for the problem, graduate placement and employer follow-up, and program quality; actions planned by the college to remedy the problems; and Board recommendations concerning the program. (EJV)

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Maryland State Board for Community Colleges

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Maryland Community Colleges 1986 Program Evaluations

Issued May 1987

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1986 PROGRAM EVALUATIONS

MARYLAND COMMUNITY COLLEGES

Maryland State Board for Community Colleges
16 Francis Street • Annapolis, MD 21401
Issued May 1987

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FOREWORD

In 1978, the State Board for Community Colleges approved the Maryland Community College Program Evaluation System. This system, conceptualized in 1974, is based on a quantitative review of community college program information by the State Board for Community Colleges and a subsequent qualitative assessment conducted by the individual community colleges in response to specific questions raised by the State Board. The system was developed through a cooperative effort of the Maryland community college presidents, deans, researchers, faculty, and the State Board staff. The fundamental premise of the system is that Maryland's community colleges are striving to achieve program quality and the colleges have the capacity for self-assessment and the courage to take action based upon the results of such assessments.

During the first nine complete cycles of the evaluation system, 431 programs were evaluated. Many programs were improved, 84 programs were discontinued, and 14 programs are currently inactive.

In July 1986, each college received a set of questions from the State Board for Community Colleges based upon data in the Program Data Monitoring System. This document contains the results of individual community college qualitative evaluations of 50 programs throughout the community college system. Also included are the results of a statewide evaluation of Legal Assistant occupational programs. In most cases the efforts of the colleges went beyond the questions raised by the State Board. Full credit should go to Maryland community colleges for their efforts. The community college Program Evaluation System is an annual process. Additional community college programs will be identified for evaluation in 1987.

James D. Tschechtelin
Executive Director

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PROGRAMS DESIGNATED FOR QUALITATIVE EVALUATION - 1986:

College Program	HEGIS Code	
Allegany		
Media Technology	5008-01	11
Nursing, Registered	5208-01	15
Electromechanical Technology	5311-01	18
Anne Arundel		
Nursing, Registered	5208-01	22
Medical Assisting	5214-01	25
Baltimore		
Arts and Sciences Transfer	4910-01	28
International Trade	5004-07	30
Mental Health Technology	5216-01	32
Plant Engineering Technology	5399-01	35
Legal Assistant	5599-01	37
Catonsville		
Printing Management Technology	5009-01	41
Occupational Safety and Health Technology	5299-06	44
Dialysis Technology	5299-07	47
Industrial Maintenance Technology	5312-02	48
Cecil		
Business and Commerce Technology	5001-01	51
Professional Photography	5007-01	53
Charles		
Drafting	5303-01	55
Pollution Abatement Technology	5399-05	59
Nautical Science	5406-05	60
Chesapeake		
Industrial Mechanics Technology	5312-02	61
Architectural and Drafting Technology	5317-01	65

Dundalk
General Studies 4950-01 69
Accounting. 5002-01 72
Water Systems Technology. 5399-05 74
Legal Assistant 5599-01 77

Essex
Arts and Sciences Transfer. 4910-01 80
Arts Management 5001-02 83
Hotel-Motel/Restaurant-Club Management. 5010-01 87
Podiatric Assistant 5299-05 90

Frederick
General Studies 4950-01 94
Electronics Technology. 5310-01 96

Garrett
Environmental and Renewable Resources 5401-01 99
Gerontology 5599-02 102

Hagerstown
General Studies 4950-01 105
Executive Secretarial 5005-01 108

Harford
Accounting. 5002-01 111
Insurance 5003-03 114
Mass Communications 5008-01 117

Howard
General Studies 4950-01 120
Secretarial Science 5005-01 123
Nursing, Registered 5208-01 126

Montgomery
Secretarial Studies 5005-01 130
Civil Engineering Technology. 5309-01 133
Geography, Cartography and Community Planning . 5508-02 136
Legal Assistant 5599-01 141

Prince George's
Respiratory Therapy 5215-01 145
Medical Isotope Technology. 5299-02 148
Paralegal/Legal Assistant 5599-01 152

Wor-Wic Tech
Secretarial Science 5005-01 155
Radiologic Technology 5207-01 158

STATEWIDE EVALUATION OF LEGAL ASSISTANT PROGRAMS

ABSTRACT

Legal assistant programs are designed to prepare students for employment in private law firms, private businesses, such as real estate and title insurance companies, and federal, state, and local government agencies. Working directly under the direction of an attorney, legal assistants can interview clients and witnesses, prepare legal documents, and conduct legal research. In short, legal assistants can perform many of the duties of an attorney, the major restrictions being that they cannot advise clients, represent clients in court, or accept legal fees.

Enrollment by students majoring in legal assistant programs increased dramatically from 1982 to 1986 with headcount enrollment more than doubling over that period of time. This remarkable growth occurred while full-time credit enrollment at community colleges throughout the State was declining by 21 percent over that same period. The recent growth in legal assistant enrollment has kept the cost per full-time equivalent constant over the last five years, resulting in an average cost for legal assistant programs in FY 1986 that was about 20 percent below the average cost for all career programs throughout the State. Compared to other community college programs, legal assistant programs enroll more women and more black students.

High-paying jobs are available for graduates of these programs. Seventy-three percent of the 1984 legal assistant graduates were employed full-time in jobs related to their training. The median annual salary of these graduates was $18,000. Four Maryland community colleges currently offer a legal assistant program: the Community College of Baltimore, Dundalk Community College, Montgomery College, and Prince George's Community College. Only Montgomery College does not offer the AA degree. Three other colleges have reported to the State Board that they plan to implement new legal assistant programs.

In summary, legal assistant programs in Maryland's community colleges are low-cost programs that are experiencing rapid enrollment growth. Furthermore, graduates of these programs get good jobs. The State Board for Community Colleges thus makes the following recommendations:

- Montgomery College is strongly encouraged to explore expansion of its current certificate program to the AA level.
- Anne Arundel Community College and Frederick Community College are strongly encouraged to move ahead with plans for full implementation of legal assistant programs in Fall 1988. Given Anne Arundel's location near the State seat of government, its program should give special attention to skills needed by legal assistants employed in State government offices.
- Charles County Community College is encouraged to move up its plans for its legal assistant program so that, if at all possible, the program could be offered for the first time in Fall 1989.

STATEWIDE EVALUATION
OF LEGAL ASSISTANT CAREER PROGRAMS

The program evaluation system of the Maryland State Board for Community Colleges is in its ninth evaluation cycle. The system is essentially a two-step process each year. First, all programs undergo a computer-based quantitative review built on data collected throughout the year. Programs are "flagged" on such indicators as low enrollment and high cost. Secondly, a smaller number of programs (usually about 50) are identified for a more comprehensive qualitative evaluation to be conducted by college staff and later reviewed by the State Board staff. As part of this qualitative evaluation, one program is singled out for statewide evaluation.

For the 1986 program evaluation cycle, each college having a Legal Assistant program (HEGIS No. 5599-01) was asked to include the program in its qualitative evaluation. Resulting evaluations are included in the respective college sections of this publication.

The Bureau of Labor Statistics of the U. S. Department of Labor reports that in 1984 there were 53,000 individuals employed as legal assistants throughout the United States. More importantly, the Bureau projects that this number will increase to 104,000 by 1995 (a 98 percent increase), making legal assistants the fastest growing occupation in the country over the next ten years. The legal assistant program area was selected for statewide evaluation by the State Board to determine whether the colleges that currently offer this program agree with this national projection and, if so, whether Maryland's community colleges are or will be prepared to meet this demand.

Program Descriptions

Four community colleges in Maryland currently offer a legal assistant program. The Community College of Baltimore and Dundalk Community College have had legal assistant programs since Fall 1974. Montgomery College began a program in Fall 1980. Prince George's Community College is the most recent addition to the list, starting a program in Fall 1983. Since that time, it has become by far the largest program in the State. Students enrolled in general education courses at Catonsville can pursue the legal assistant degree program through a cooperative agreement with Dundalk.

The Community College of Baltimore and Prince George's Community College offer both an AA degree and a certificate. Dundalk Community College offers only the AA degree. Montgomery College offers only a certificate. The AA requirements range from a low of 60 credits at Dundalk to a high of 68 credits at Baltimore; the certificate requirements range from 24 credits at Montgomery to 34 credits at Baltimore.

Legal assistant programs are designed to prepare students for employment in private law firms, private businesses, such as real estate and title insurance companies, and federal, State and local government agencies. The paralegal professional is similar to paraprofessional positions that have emerged in other professions, such as medicine (i.e., the physician assistant) and dentistry (dental hygienists). These occupations have developed primarily from a need to hold down costs. The assistants are performing routine tasks that were formerly done by their superiors, thus

freeing the professionals for more difficult work in increasingly complex fields. Working directly under the supervision of an attorney, legal assistants can interview clients and witnesses, prepare legal documents, and conduct legal research. In short, legal assistants can perform many of the duties of an attorney, the major restrictions being that they cannot advise clients, represent clients in court, or accept legal fees.

Student Trends and Characteristics

As shown in Table 1, statewide headcount enrollment by students majoring in legal assistant programs increased dramatically from 1982 to 1986. For this five-year period, enrollment by legal assistant students more than doubled with full-time enrollment showing a 243 percent increase and part-time enrollment a 239 percent increase. This remarkable growth in legal assistant programs occurred while community college credit enrollments as a whole were decreasing by 8 percent and full-time credit enrollments by 21 percent over that same period of time.

Full-time equivalent (FTE) enrollment (i.e., total credit hours in legal assistant courses taken by students majoring in legal assistant programs plus those taking legal assistant courses) has likewise increased dramatically over the five-year period, from 85 FTEs in 1982 to 231 FTEs in 1986, a 272 percent increase. This has kept the cost per FTE in the legal assistant discipline constant over the five-year period. The costs of all occupational programs on the other hand have increased 35 percent, the result being that the average cost for legal assistant programs in FY 1986 was about 20 percent below the average for all occupational programs throughout the State.

The number of students completing the legal assistant program (either certificate or AA) while still small also has shown remarkable growth in recent years. Only 25 students graduated from legal assistant programs in 1982, increasing to 90 in 1986.

What types of students enroll in legal assistant programs? The State Board Enrollment Information System provides specific answers to this question (Table 2). First, legal assistant students are about the same age as community college students enrolled in other programs. They take about the same average number of credits each semester, and they enroll as full-time or part-time students in the same percentages as community college students generally. Specifically, these students are about 29 years of age, they take just over seven credits each semester on the average, and for every one student who is enrolled on a full-time basis, three enroll on a part-time basis. Those are the similarities.

As for differences between legal assistant students and community college students generally, there are two worth noting. First, 83 percent of the legal assistant students are women; this compares to 60 percent of all community college programs. Secondly, black students account for 40 percent of the enrollment in legal assistant programs compared to 16 percent black enrollment in all community college programs in 1986. Finally, it should be noted that Prince George's Community College has the largest legal assistant program, accounting for nearly half the students enrolled in these programs throughout the State.

Why do students enroll in this program? The State Board's graduate follow-up surveys provide data on the primary reason for enrolling in legal

assistant programs (Table 3). The results show that students are rather single-minded in their reasons for pursing studies in the paralegal profession. Specifically, students enroll because they are interested in jobs--either preparing for a first job or preparing for a different job. Conversely, very few students enroll with expectations for transferring to a four-year college or for self-enrichment purposes or to explore a new area of study.

Program Performance

What success do graduates in legal assistant programs have in achieving the goals they had set for themselves when entering the community college? Data from the State Board's graduate surveys provide useful indicators on this question (Table 4).

Eighty-nine percent of the 1984 legal assistant graduates said they had achieved their goal. Ninety-five percent of the graduates reported they were satisfied with the quality of instruction in the program.

The median annual salary of legal assistant graduates was $18,000 for the 1984 graduating class. The American Bar Association reported in a recent survey that legal assistants on the average received $14,400 to start in 1984 with top salaries in the $20,000 to $25,000 range. Similarly, the **Occupational Outlook Handbook** of the U. S. Department of Labor reported that the federal government average salary for legal assistants was $27,700 in 1984. In short, salaries are very competitive for graduates of this two-year program.

Perhaps the most important consideration in assessing program performance is the extent to which graduates find jobs that use their skills. Seventy-three percent of the 1984 legal assistant graduates were employed full-time in a job related to their training. Table 5 shows how these results compare with other occupational programs offered in Maryland's community colleges. The job record of the legal assistant program is second only to secretarial science in its job placement record and well above the average achieved by graduates of all occupational programs.

Evaluations Conducted by the Colleges

The colleges were asked to respond to four specific questions in the review of their legal assistant program:

- The U. S. Department of Labor, Bureau of Labor Statistics, recently projected paralegal personnel to be the fastest growing occupation throughout the Country over the next 10 years, with demand for legal assistants nearly doubling over that time. Does the experience in your service area confirm that projection? Is the growth and development of your program consistent with the projected demand for graduates?

- What trends in the paralegal field do you see as most critical to the future direction of this program? How is the college responding to these trends?

- Some colleges have sought "approval" of this program by the American Bar Association; others have not. In your view, how important or useful is this approval?

- If you were asked to give one piece of advice to your community college colleagues throughout the State on the legal assistant program, what would that advice be?

All four community colleges that currently offer legal assistant programs confirm that this is a rapidly growing field with no limit in sight as to how far and how fast that growth will go. Typical of the responses is that by the Community College of Baltimore. The college notes that a recent survey conducted by major Baltimore law firms and published in the **Daily Record** fully supports the national projections by the Bureau of Labor Statistics. Similarly, growth is anticipated in the public sector as indicated in recent action taken by the City of Baltimore to raise the grade level and increase the salaries of entry-level legal assistants.

Similarly, all four colleges are in agreement on important trends emerging in the education and training of legal assistants. Specifically, the colleges see an increasing need for a legal specialization by graduates of these programs, such as pension law, workers' compensation law, or real estate law. The colleges emphasize, however, that this training in a specialty area should not occur at the expense of general analytical and communication skills which will continue to be a priority. Several colleges note the growing need for computer literacy by legal assistants; and, finally, one college notes that there appears to be a trend toward licensure and/or certification of legal assistants. Currently, legal assistants need not be certified. The National Association of Legal Assistants, however, has established standards for voluntary certification. Legal assistants who meet these standards are eligible to take an examination given by the Certifying Board of Legal Assistants, and persons who pass this exam may use the designation of Certified Legal Assistant (CLA) as a sign of competence in the field.

The colleges disagree sharply on the question of whether approval by the American Bar Association is needed or even useful for legal assistant programs. Only one college, Dundalk, has ABA approval and notes it as an "important accomplishment." Another college calls ABA approval "essential" and is seeking it. Two other colleges do not have the ABA approval and report that they see no reason for it and do not plan to seek it.

Finally, when asked what advice they would give to community college colleagues interested in establishing legal assistant programs, the four colleges that have the program recommended that a full-time program director be employed, not a practicing attorney. The colleges also noted that it is critical to maintain good contacts with the local professional legal community and to be responsive to their training needs. The colleges rely heavily on the program advisory committee to assist them in that effort.

Conclusions and Recommendations

The legal assistant programs offered by Maryland community colleges are experiencing rapid enrollment growth. Jobs are available--good jobs--for graduates of these programs. This is generally true throughout the Country but especially so in Maryland with the seat of federal government so close by. The salaries paid to paralegal professionals are among the highest received by graduates of any two-year college program. Finally, it should be noted that this is a low-cost program for colleges to offer. In short, the legal assistant program is a "winner" for students in that they will find excellent employment opportunities upon graduation; and the legal assistant

program is a "winner" for the colleges in that it is a program that can be offered at low cost in response to a real and growing community need.

As previously noted, four colleges currently offer a legal assistant program. Of those, only Montgomery College does not offer the AA degree. Additionally, three other colleges have already reported to the State Board that they plan to implement new legal assistant programs. Anne Arundel Community College and Frederick Community College plan to seek approval to offer legal assistant programs in Fall 1988; Charles Community College tentatively plans to seek approval to begin this program in Fall 1990. Finally, Montgomery College has reported that it will be exploring the possibility of offering an AA degree in Fall 1988.

Based on national trends, as well as the success of legal assistant programs already being offered in Maryland, the State Board for Community Colleges recommends the following:

- Montgomery College is strongly encouraged to explore expansion of its current certificate program to the AA level.

- Anne Arundel Community College and Frederick Community College are strongly encouraged to move ahead with plans for full implementation of legal assistant programs in Fall 1988. Given Anne Arundel's location near the State seat of government, its program should give special attention to skills needed by legal assistants employed in State government offices.

- Charles County Community College is encouraged to move up its plans for its legal assistant program so that, if at all possible, the program could be offered for the first time in Fall 1989.

If the above recommendations are implemented in the near future, Maryland community colleges will offer a total of seven legal assistant programs, two in the Baltimore Metropolitan Area, four in the Washington Metropolitan Area, and one to meet State government needs in Anne Arundel County. Together these programs should meet the growing need for paralegal professionals throughout the State.

Table 1

ENROLLMENT, DISCIPLINE COSTS, AND AWARDS
IN LEGAL ASSISTANT CAREER PROGRAMS

	1982	1983	1984	1985	1986	% Change 1982-1986
Headcount Enrollment (Fall) in Legal Assistant Program						
Full-time	56	104	117	111	136	143%
Part-time	158	251	261	343	378	139
Total	214	355	378	454	514	140
Course Enrollment and Costs (fiscal year)*						
FTE Students, Legal Assistant	85	99	145	206	231	172
Cost/FTE, Legal Assistant	$2,850	$2,400	$2,490	$2,760	$2,820	-1
Cost/FTE, All occupations	$2,610	$2,820	$3,030	$3,270	$3,510	35
Awards (fiscal year)						
Certificates	3	6	19	30	31	933
Associate in arts degree	22	14	31	38	59	168
Total	25	20	50	68	90	260

* Full-time equivalent (FTE) enrollment includes all students enrolled in legal assistant courses, i.e., those majoring in legal assistant plus those just taking legal assistant courses.

Table 2

CHARACTERISTICS OF CREDIT STUDENTS
FALL 1986

	Legal Assistant		All Programs	
	Number	Percent	Number	Percent
College				
Baltimore	88	17%		
Catonsville	11	2		
Dundalk	114	22		
Montgomery	64	13		
Prince George's	237	46		
Total	514	100		
Sex				
Male	87	17	37,531	40%
Female	427	83	56,377	60
Race				
Black	204	40	15,296	16
White	287	56	71,108	76
Other/Unknown	23	4	7,504	8
First-time Status				
New to college	131	25	25,362	27
Returning to college	383	75	68,546	73
Attendance Status				
Full-time	136	26	24,151	26
Part-time	378	74	69,759	74
Number of Credits				
Mean	7.5		7.1	
Age in 1986				
Mean	29 years		29 years	
Median	27 years		25 years	

Table 3

PRIMARY REASON FOR ATTENDING COMMUNITY COLLEGE

	Legal Assistant		All Programs	
	Number	Percent	Number	Percent
Explore new academic area	1	4%	278	5%
Prepare for first job	7	28	1,116	21
Prepare for different job	7	28	760	15
Update current job skills	3	12	468	9
Prepare for transfer	2	8	1,478	28
Self-enrichment	2	8	602	12
Explore new occupation	2	8	299	6
Other reason(s)	1	4	190	4
Total	25	100%	5,191	100%

Source: Follow-Up Survey of 1984 Graduates.

Table 4

LEGAL ASSISTANT GRADUATES

	1982 Graduates (N = 9) Percent	1984 Graduates (N = 52) Percent
Employed full-time in		
Directly related job	33%	60%
Somewhat related	-	13
Unrelated job	22	2
Employed part-time	11	6
Transferred, not employed	11	13
Seeking work, not employed	11	2
Military, home responsibility, other	12	4
Total	100	100
Transferred, regardless of employment	44	43
Achieved goal	78	89
Satisfied with instruction in program	100	95
Among Full-time Employees		
Median annual salary	$18,476 (N = 5)	$18,000 (N = 13)
Began new job after college	20%	57%

Note: Graduates are surveyed about nine months after graduation;the results for the 1984 graduates include data from special surveys conducted by the colleges in response to the 1986 SBCC program evaluation requests.

Table 5

EMPLOYMENT AND TRANSFER AMONG GRADUATES
OF CAREER PROGRAMS
(Listed in order of highest placement rate)

HEGIS Code	Program Title	Total Sample	Employed full-time in field of training	Percent of full-time employees who began new full-time job after college	Transferred
5005-01	Secretarial Science	208	74	69	9
5599-01	Legal Assistant	52	73	NA	43
5310-01	Electronics	110	71	60	28
5208-01	Nursing, Registered	489	66	85	13
5207-01	Radiology	20	65	77	20
5001-01	Business	174	64	30	41
5002-01	Accounting	155	59	41	26
All career programs		2,605	58	57	28
5202-01	Dental Assisting	21	57	91	19
5004-01	Management	76	55	40	41
5012-05	Commercial Art	24	54	53	29
5503-01	Early Childhood Education	28	54	21	32
5101-01/ 5103-01	Data Processing/ Computer Programming	458	54	50	41
5205-01	Medical Laboratory Technology	21	52	71	29
5209-01	Nursing, Practical	31	52	82	16
5505-01	Law Enforcement	95	51	48	44
5104-01	Computer Operator	68	46	61	16
5004-08	Retailing	33	46	35	42
5503-03	Child Care	22	46	46	23
5216-01	Mental Health	42	41	55	38
5010-01	Hotel Management	20	35	54	40
5008-01	Communications	33	9	75	39

Notes:
FY 1984 Graduates were surveyed in 1985.
Part-time employment is not shown.
Programs with fewer than 20 respondents are not shown.
Transferred refers to any amount of transfer work done; a graduate can report simultaneous status as employed and transferred.
NA - not available.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Allegany Community College

PROGRAM TITLE: Media Technology

PROGRAM HEGIS NUMBER: 5008-01 LEVEL OF AWARD: AA

1. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   Employment opportunities in media-related fields are limited in this locality. Job opportunities are better for students who relocate to other areas. However, many graduates are hesitant to leave their hometown and, therefore, take part-time or full-time jobs not related to media technology. A review of the status of 1984 graduates reveals the following:

   - Five graduates are continuing their higher education in media-related fields, four are employed in media-related fields, five are employed in non-related occupations, and one graduate's status is unknown. Of the five graduates in non-related occupations, four wish to remain in the area.

   - Based on the employment history of Media Technology graduates, it is felt there are job opportunities in the media field available if students are willing to go where opportunities exist.

2. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

Related	Unrelated
graphic artist	salesman-laborer
artist	secretary
	addiction counselor
	bank teller

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Regular and frequent contact with the primary employers of Media Technology students is maintained through meetings of the advisory committee.

The advisory committee is made up of four members of the professional media community who represent the major media-related employers in Allegany County, including the local television station, a local radio station, and a local photography studio. In addition, media faculty have had contact via telephone interviews with employers outside the county who have called inquiring about ACC's graduates and program.

Graduates of the program also provide an important source of information about employers' perceptions of the program and what they want of students. Graduates return on a regular basis to comment on job experiences and how the program correlates to those experiences.

The advisory committee meets once a semester. The latest action taken by the committee was a curriculum revision which entailed the addition of several courses in speech, telecommunications, and broadcast journalism.

4. **What factors account for a satisfaction with preparation for employment that is below the State average?**

Eight of the twelve 1984 graduates (67 percent) indicated satisfaction with preparation for employment. The remaining four students said they were unsatisfied. However, because all the respondents (100 percent) indicated satisfaction with the quality of instruction in the Media program and with the overall quality of the College, the College believes the response of those four graduates who were "unsatisfied" may be related more to their inability to secure full-time employment (as addressed in the response to question 1 above) than with the actual training for a job received at ACC. Those who obtained employment in a media-related field responded favorably to this item of the graduate survey.

5. **What factors account for a discipline cost that is rising much faster than the average discipline cost per credit hour at the college?**

Although direct costs (including salaries/fringe benefits) for this program steadily increased from FY 1983 through FY 1986, the FTEs generated steadily decreased, reflecting an increasing discipline cost per credit hour. However, FTEs have increased from 23.30 FTE during FY 1985 (Fall 1984) to 27.90 during FY 1986 (Fall 1985). Therefore, the FY 1986 discipline cost report (not yet reflected on the PDM report) will show a 5 percent decrease in this discipline's average cost per FTE. It also should be pointed out that although ACC's discipline cost for this program has shown an increase for the fiscal years 1983-1985, it has still remained below the statewide discipline cost for this type of program for each of these three years.

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

Since the last evaluation of the Media Technology program in 1982, the following actions were taken by the College:

- Two new courses have been added to the Media Technology program which will give students a broader preparatory background for a career in the media field. The first addition is a telecommunications course which will hopefully provide an in-road to jobs with cable television companies and companies dealing with satellite transmissions. The second course is one dealing with broadcast journalism which will provide students with an introduction to radio announcing.

- The Media Department also has instituted a program which each year brings local employers involved in the media profession onto the College campus to speak to media students about the profession, job opportunities, and other topics.

- The Media Department faculty encourages students to attend a job seminar held in Baltimore each Spring. This seminar attracts employers in the media profession from other parts of Maryland and other states. Students are exposed to many job opportunities available in the field and are able to make contacts with potential employers.

- The College is in the process of developing articulation arrangements with the Allegany County Board of Education regarding the media programs at Allegany County Vocational-Technical Center.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The quality of the Media Technology program has been consistently high and improving. One indication of the quality of the program is the response of satisfaction with instruction. One-hundred percent of the 1984 graduate respondents to the graduate follow-up survey said they were satisfied with instruction.

In addition, returning graduates have told the program director and the three part-time faculty that the quality of the Media Technology program as a whole is high when compared to similar programs at four-year schools.

Employers of graduates have contacted us for additional assistance when seeking another employee. This too is an indication of the good quality of our program.

8. What action(s) does the College plan to take to address the above issues?

The College will continue to review and monitor all aspects of the Media Technology program.

The faculty of the Media Technology program meet regularly to assess the program and to monitor the job market through contacts with current students, graduates, area employers, and through information obtained from professional media journals.

The College is currently reviewing articulation agreements with several four-year schools to which the College's graduates transfer in order to keep the program current with these schools' requirements.

The College hopes in the future to be able to expand membership on the advisory committee and will continue to meet regularly with the advisory committee in order to collect information and solicit advice regarding students and the job market.

SBCC STAFF RECOMMENDATIONS/COMMENTS

It is difficult to justify maintaining career programs--even high quality programs--when students do not get jobs in their field of training after graduation. For the two most recent graduate surveys, only two of 27 Allegany graduates of the Media Technology program reported obtaining full-time jobs directly related to their studies. These results are not acceptable. The College is encouraged to work with members of the advisory committee to establish reasonable placement goals for this program and evaluate its future viability directly against those targets.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Allegany Community College

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01 LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

Factors contributing to the declining enrollment in the Nursing program include:

- o There has been a national decline in nursing enrollments.
- o The number of high school graduates has decreased.
- o Similar nursing programs in the State (ten out of fourteen) have experienced decreased enrollment ranging from 10 to 45 percent.
- o There was a significant temporary increase in enrollment in 1983-84 partially due to high unemployment in the area and to an unusually large number of part-time students meeting admission requirements at the same time.
- o The traditional job market for associate degree graduates has changed. Job opportunities are inaccurately perceived to be low.
- o Implementation of federal cost containment programs have led to a change in staffing patterns with a resulting impact on enrollment.
- o The unemployment rate in this area is high and has led to lower turnover rates in the clinical agencies.
- o Alternate occupational opportunities have increased for women. This national trend is true for Western Maryland, Pennsylvania, and West Virginia and has contributed to the declining pool of applicants.
- o The traditional college age population peaked in 1980 at about nine million. It is projected to decline to approximately 6.5 million by 1995. Between 1985 and 1995, the number of 18-24 year olds will decrease by 18 percent.

2. At what level does the College expect the enrollment to stabilize?

The College projects admissions of 50-60 students per year.

The College expects admissions to stabilize by the Spring or Fall of 1988. The following chart reflects actual Nursing enrollment from 1976 thru 1986 and projected enrollment thru 1988.

Academic Year	Total Enrollment in Nursing *
1976	122
1977	145
1978	141
1979	130
1980	124
1981	152
1982	163
1983	208
1984	195
1985	158
1986	144
1987**	138
1988**	100-120

* Figures taken from the Maryland State Board of Examiners of Nurses' annual reports reflect students enrolled in Nursing coursework.

** Projected

3. What factors account for the low placement of students in full-time jobs related to their field of training?

Federal cost containment programs have caused agencies to fill vacant positions with part-time rather than full-time persons. Agencies experience cost savings in the area of benefits.

A number of graduates of Allegany Community College are established in the community and are either unable or unwilling to relocate in areas where full-time jobs are available.

4. Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?

The Nursing advisory committee met twice in 1985-86. The committee reviewed and recommended curriculum changes.

Ten of the fifteen members of the advisory committee are employers of the College's graduates. These employers had a need for nurses and at their recommendation enrollment was increased in 1983-84. As the need for nurses in the community was met, enrollment was subsequently decreased. The committee discussed the advantages of admitting students once a year and plans were made to admit students to the Nursing sequence in the Fall semester only beginning in August 1986.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The quality of the program is excellent. Overall, 92 percent of the graduates pass the State Board (NCLEX-RN) exam on the first attempt. Employers have indicated a willingness to employ graduates of Allegany Community College in a variety of positions.

6. **What action(s) does the College plan to take to address the above issues?**

   The College will continue to evaluate the need for nurses in the community and provide support for the program.

   Graduates of the Nursing program must be cognizant of the need to update themselves professionally. Allegany Community College will continue to facilitate this by (1) making graduates aware of articulation agreements with transfer institutions, and (2) offering coursework compatible with working schedules.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Allegany Community College

PROGRAM TITLE: Electromechanical Technology

PROGRAM HEGIS NUMBER: 5311-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the declining enrollment in this program?**

1980	1981	1982	1983	1984	1985	1986
44	64	81	101	97	83	70

From 1980 to 1983, the enrollment in this program increased. Beginning in 1984, enrollment started to decline. However, the peak of 1983 is an inflated enrollment figure. A decline in local industry created high unemployment in the area. Funding made available through local, State and federal government agencies allowed retraining for displaced workers.

The nature of the EMT program made it a good choice for the retraining of people from industry. In 1984, enrollment was relatively high due to a residual effect of the 1983 displaced workers still in the program.

Enrollment in 1985 and 1986 has decreased from the peak years of 1983-1984. These are considered leveling off years by the college, i.e., enrollment has returned to "normal" levels as experienced in the early 1980s.

2. **At what level does the College expect the enrollment to stabilize?**

It appears enrollment will stabilize at approximately 70-75 students. This prediction considers the decline in high school graduates and the fact that the College has been upgrading the program. Because a higher level of mathematics is required when entering the program, it is expected to have a slight decrease in enrollment which will be compensated by a better retention and a better quality of graduates.

3. **What factors account for the low placement of students in full-time jobs related to their field of training?**

Only 52 percent of the FY 1984 graduates responded to the graduate survey. Of those respondents, half had full-time related jobs.

The EMT program director and faculty do not think the data received on the graduate survey reflect the true status of ACC graduates in this field or their ability to secure a full-time position in a field related to their training. Surveys are mailed to students at the address the College has on file from the time the student was enrolled. Students who are securing the better jobs are moving out of the area and therefore the former address is no longer applicable. As a result, there is a low level of response from graduates of the EMT program.

Some students are not willing to leave the Cumberland area to obtain related employment. Openings in the technical fields are very limited in the Cumberland area. Many of these students take whatever jobs are available. However, before enrolling in the program, students are advised that technical job openings are limited in the area and they may need to consider relocation to another community after graduation.

4. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

Related	Unrelated
electro-mechanic	salesman
electronic technician	gas station attendant
electrical mechanical line mechanic	delivery boy
electronic technician	
stationary engineer trainee	

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

In the Cumberland area, there is very little industry. Not all of the courses in the EMT program benefit from having specialists on the advisory committee. However, during the three meetings the committee has had in 1986, it was pointed out that students should have stronger mathematics background and suggestions were made to improve the mathematics level. Employers believe the graduates receive a good theoretical background and have a good knowledge of instrumentation. The committee is working on improvements for lab experiments and are attempting to adapt and design lab experiments to meet the courses' specific requirements.

Nearly all advisory committee members have employed graduates. The College intends to increase the number of members of the committee with members representing a greater diversity of specialties.

The contacts with other employers are limited because there is little industry in the area. However, the faculty is maintaining a permanent contact with any potential employer through the membership in the Engineers Club of Cumberland.

6. **What factors account for a low goal achievement rate?**

Four EMT graduates out of the eleven respondents indicated non-goal achievement. One was not employed at the time of the survey. The other three were working in unrelated fields. All four have remained in the local area since graduation. The College believes that these four students could have obtained jobs in an EMT-related field had they relocated. As explained in question 3, many graduates are reluctant to leave this area where jobs in pertinent fields are limited. They, therefore, take jobs in unrelated fields. The non-goal achievement of these four students is not believed by the College to be related to the EMT program itself or to the quality of training these graduates received at ACC.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The College believes the quality of the EMT program is very good. This is an opinion based on results of the most recent student survey along with comments and reactions received from advisory committee members employing graduates. Improvements, however, still need to be made.

The EMT program has been in a constant state of flux in recent years with ongoing curriculum changes and a substantial turnover in faculty. At the present, the program would be rated as highly satisfactory. This is based on the program being more stable and improved lectures and laboratories. The College continues to work towards improving the hands-on experiments students perform. Part of this push for improvement has included new equipment for labs and the design of specific experiments geared 100 percent towards the content of lectures. Significant strides have been made towards strengthening the program in recent years and plans are to continue this effort.

8. **What action(s) does the College plan to take to address the above issues?**

Plans are underway at the College for the purchase of new equipment for coursework in robotics, electronic communications, industrial controls, and digital electronics. This equipment will help to increase the number of laboratories of the College's own design in several needed areas.

Faculty members are permanently upgrading their skills and knowledge by attending seminars, conferences, workshops and formal education. They constantly review and upgrade coursework. The stabilization of the program has improved communication and coordination among all faculty members.

The College objective is to provide students with a strong background in the basics of electricity, electronics, fluid power, and machine control. This will prepare them for entry-level technical jobs. Further specialized (industry specific) training is provided by employers.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01 LEVEL OF AWARD: AA

1. **What factors account for the declining enrollment in this program?**

Students are admitted to the Nursing course sequence once a year, in the Fall semester. The maximum number of seats available for generic students is 90. Ten seats are available for advanced placement LPNs; however most LPNs elect to enter the one calendar year LPN mobility program.

As the data below indicate, a significant decline in the number of students selected to the Nursing program and enrolled in the first course of the Nursing sequence (NUR 140) did not occur until Fall 1986.

Applicants selected and enrolled in NUR 140 (Nursing I):

Fall 1984	90 (plus three advanced placement LPNs)
Fall 1985	82 (120 applications received)
Fall 1986	60 (107 applications received)

The second year of the program has remained relatively stable at approximately 80 to 85 students.

The decline in enrollments that did appear occurred not only throughout the local area but nationally as well. There are numerous key factors that appear to relate to the enrollment crisis.

- Probably foremost is the reflection of economic factors: media and publication references to the cost containment measures in the health fields and the glut of RNs, making it difficult for Nursing students to find jobs in Spring 1985, and the decline of student aid.

- The entry into practice issue has created confusion about the status of associate degree nursing. The same issue brings up concern about license reciprocity between states if scopes of practice differ. As a result, rumors that AD programs are closing and that graduates of AD program would not be considered RNs have already spread to potential students.

- Women have career options that are more lucrative and/or stable than nursing appears to be. Moreover, an increasing number of registered nurses are moving from the acute care setting to more attractive alternate work sites, such as industry and HMOs; others are leaving for other career fields unrelated to nursing.

- Another factor that may contribute to declining enrollments is the poor public image of nursing and the associate degree programs.

- Additionally, there is a national decline in numbers of high school students, and therefore, a decrease in the pool of people who would consider nursing as a career.

2. **At what level does the College expect the enrollment to stabilize?**

   Since the inception of the Nursing program in 1966, the class size of the first course of the Nursing sequence has been gradually increased from 45 to 90 in an effort to adapt the program to community needs and student enrollment demands. In academic year 1981-1982, the Nursing Department made a decision to contain the class size at 90 generic admissions. In Spring 1986, anticipating a decrease in enrollment on the basis of the number of students in the prerequisite courses, the Fall 1986 class size was limited to 60. The College was able to attain that number without changing the admission standards.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Department of Nursing meets annually with each employing agency concerning the curriculum needs of the program and employment projections. Discussions with agency representatives indicated that they have difficulty in projecting future employment needs on a long term basis. However, these agencies have remained positive about the program and have encouraged the continuance of both the generic and LPN mobility program options. One city hospital recruited and hired more than one-third of the graduating class in Spring 1985.

   The Nursing advisory board meets yearly to review the current progress of the program and to plan future program strategies. The board is comprised of members from area hospitals and the Maryland Nurses Association.

4. **What factors account for a discipline cost per credit hour that is rising much faster than the average discipline cost per credit hour at the College?**

   Primarily, the average cost per credit hour is higher due to the decline in enrollment. The total cost increase between 1984 and 1985 was 2 percent. However, the FTE dropped by 11 percent. Therefore, cost per credit hour increased because the cost was constant and enrollment declined. Secondly, discipline cost is higher due to an increase in salary scales.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   Based on a variety of criteria, the Nursing program at Anne Arundel Community College continues to be excellent. Attesting to the academic performance of the graduates is the fact that for each of the past three years, graduates have achieved a 97 percent passing rate on State licensing examinations.

   Employing agencies state that the graduates are equally competent as clinical practitioners. Nursing directors praise the ability of the graduates to manage patient care in comparison with new graduates hired from other programs.

   Students and graduates have expressed increasingly positive responses on various program evaluation mechanisms: 1984 graduate survey, 1985 Nursing Department graduate survey, and student program evaluations, Spring and Fall 1986.

6. **What action(s) does the College plan to take to address the above issues?**

   The College has been supportive of the needs of the Nursing Department and has assisted in monitoring the ongoing issues and trends. Recruitment and outreach efforts have intensified in anticipation of the enrollment decline and include:

   - Increased program visibility.
   - Articulation agreement with baccalaureate granting institutions.
   - High school recruitment.
   - LPN upward mobility: one calendar year program.
   - Initiation of the Maryland Training and Apprenticeship Council Program.
   - Retention efforts.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Anne Arundel Community College

PROGRAM TITLE: Medical Assisting

PROGRAM HEGIS NUMBER: 5214-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the declining enrollment in this program?**

Several factors have contributed to the inconsistent enrollment pattern and lack of significant growth in this program.

- o Lack of public awareness of the function and role of the medical assistant in the delivery of health care; further, the public appears to be unware that the College has such a program.

- o Lack of a systematic marketing program focusing on specific disciplines and credit college courses until Summer 1986. Up to this time, public information funds have been directed primarily to general college ads announcing open registration periods. It appears that Spring and Summer MDA ads and news releases were instrumental in increasing the Fall 1986 headcount by 26 and the Fall 1986 FTE by 3.83.

- o High employment rate of students enrolled in the Medical Assisting program by area physicians before students complete the certificate requirements. The following data are a sample of the requests made for student employment by area employers:

  Fall 1985 semester: 120 requests for students or graduates to work full- or part-time

  November 13-30, 1986: 13 requests for students to work part-time and 3 requests for graduates to work full-time

- o Program design problems. The program was designed to alternate first semester core MDA courses with day classes starting in the Fall semester and evening classes starting in the Spring semester. However, as an increasing number of students obtained employment and changed from day part-time to evening part-time (or vice versa), they were unable to continue in their original planned course sequence. As a result, a number of students elected to take only general education courses in a given semester.

Credits from these courses are not included in calculating Medical Assisting FTEs. To date only two students have followed the planned full-time sequence of courses. Moreover, more physicians have initiated evening office hours, creating an even greater scheduling problem.

2. **At what level does the College expect the enrollment to stabilize?**

The College is unable to predict a stabilization point at this time; however enrollments are expected to increase on the basis of the following factors:

- Nationwide, the growth potential for medical assistants is very high. The U. S. Department of Labor expects a 62 percent growth of employment in this profession through 1995.
- Availability of financial assistance for employed students from the Maryland State Apprenticeship and Training Council. This is proving to be an excellent recruitment and financial aid tool.
- Requests for contract continuing education and/or credit courses from three area hospital for FY 1987. Two such contract credit courses are currently in progress at North Arundel Hospital.
- Increasing support for regionalization of the Transcription option to Medical Assisting from Baltimore hospitals.
- Availability of funds to publicize and market specific disciplines in the future, thereby increasing public awareness of the MDA program.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Despite the fact that the coordinator is the only full-time MDA faculty member, she has instituted a systematic mode of interacting with employer/advisory groups vital to the growth and maintenance of the program.

- Physician/hospital agency contact. The program coordinator has many contacts each semester with physician offices and hospitals. One day a week is set aside for on-site visits to discuss trends in office procedures and their effects on the MDA curriculum.

- Advisory committee contact. The program coordinator meets at least twice each semester with individual program advisors. All advisors have employed either students or graduates, or participated in the Practicum course. Curriculum changes were recommended or approved by the advisory committee.

- Special program presentations. In March 1986, the program coordinator presented to the Anne Arundel County Medical Assistant Association a new seven-minute recruitment slide show which she developed to be used as a future recruitment tool. Upon request from the physician liaison from the Anne Arundel County Medical Society, a formal presentation of the MDA curriculum will be made to the general membership in June 1987.

4. **The College recently received approval to offer a new Medical Transcription option. What impact will this new option likely have on the overall viability and direction of the Medical Assisting program?**

   This option was designed as an AA degree option for students who have completed the MDA Certificate. It will not detract from the program and should be viewed as an added recruitment tool.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   On the community level, area physicians, hospital representatives, and the advisory committee have been very vocal in acceptance and support of the program.

6. **What action(s) does the College plan to take to address the above issues?**

   The College has been aware of the need to publicize the program and to recruit students. To this end, recruitment strategies have been initiated, others are in the planning stage. The College plans to increase community awareness of the Medical Assisting program; develop strategies to recruit and retain students; conduct an ongoing survey of part-time students to identify the most optimal schedule before semester schedules are submitted; and the MDA coordinator has attended national workshops devoted to this area.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Medical Assisting appears to be a program with potential for considerable growth in the future. Employment opportunities are good for graduates (a plus for students), and the program is of average cost (a plus for the College). The College is encouraged to expand marketing efforts for this program so that potential students are fully informed of the job opportunities in this area.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Arts and Sciences Transfer

PROGRAM HEGIS NUMBER: 4910-01 LEVEL OF AWARD: AA

1. **What factors account for the declining enrollment in this program?**

   The implementation of the Arts and Sciences "Bridge Program" (supported by a grant from the Ford Foundation) included establishing special admissions requirements which normally would lead to a sharp decline in the general Arts and Sciences HEGIS area. This area also includes the Art and Music Transfer major. The College had an internal problem of coding the correct major specializations for entering students which is now resolved.

2. **At what level does the College expect the enrollment to stabilize?**

   At the outset of the program, it was anticipated that there would be about 20-25 persons entering as full-time students each year and about 25 part-time students. As the program is presently designed primarily for full-time day students on the Liberty Campus, the 24 students in that category indicate stabilization in that phase of program development at this time. There are two additional full-time students at the Harbor Campus. There are presently 10 part-time and evening students in or entering Arts and Sciences, a growing area which is likely to table off at goal level in another year or two. While Arts and Sciences enrollment is likely to stabilize as a percentage of total College enrollment, the actual numbers of students entering each year are likely to reflect the decline (or rise) of general enrollment at the College.

3. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates. The surveys can be done by mail or telephone.**

   There were seven initial graduates from the Arts and Sciences Bridge program in May 1986. All have gone on to four-year colleges and universities. One is attending the University of Baltimore, two the University of Maryland Baltimore County, one Morgan State University, one Ithaca College, one San Francisco State University, and one Towson State University. The goal of transferability has initially met with 100 percent success.

4. **What impact has the Bridge Transfer program (supported by the Ford Foundation) had on the viability and direction of the Arts and Sciences Transfer program?**

The Bridge Transfer program originated as a Summer program, a kind of "pre-program", to prepare students with academic promise who needed special attention and preparation to better assure success. From the start, it was considered necessary to keep these Arts and Sciences groups small enough to provide the kind of faculty-to-student and student-to-student support which enhances both academic and personal growth. The Friday afternoon activities class is providing shared experiences, including field trips, special films, demonstrations, discussions, etc., which contribute to the growth of intellectual curiosity as well as special group identification. A program coordinator and assigned student coordinator (counselor) assist with these activities as well as with advisement and guidance.

By Fall 1987, only students eligible for the Bridge program will be enrolled in the Arts and Sciences Transfer program as coded by the College. The College will continue to report it with the Art and Music majors under the collective 4910 HEGIS.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The only true measure of a program's quality is the success of the students participating in that program. The College is taking students with the potential for success but few of the skills needed to obtain it and supporting them by personal contact and encouragement while facilitating their mastery of those skills. The very best faculty is assigned to teach the required courses in the program. Interim measurements include student assessment of progress, drop-out rate, goal achievement, expanded personal expectations, and widened awareness horizons. A final measure of quality would be the determination whether or not the entering student has become a well-rounded person who can express self well by written, oral, and mathematical communication methods. The ultimate measure of quality is the successful transfer student.

The Office of Institutional Research has started a longitudinal study of the first students in the program and will proceed to measure their success in the pursuit of a bachelor's degree or higher. This also meets the terms of the Ford Foundation Agreement.

6. **What action(s) does the College plan to take to address the above issues?**

Establishment of a new Office of Admissions and Enrollment Development has been implemented. This will include intensive recruitment for the Arts and Sciences Bridge program.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Community College of Baltimore

PROGRAM TITLE: International Trade

PROGRAM HEGIS NUMBER: 5004-07 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the low enrollment in this program?**

   The program courses have not been offered for three semesters. Enrollment had been low before that time.

2. **What is the minimum number of students needed to offer a successful program?**

   Approximately 40 majors.

3. **What factors account for the low number of awards in this program?**

   Program courses were not offered for three semesters.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   Approximately 10 per year.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The advisory committee for this program last met in May 1984. They advised revision of the program to decrease some overlapping material. Discussion was conducted relative to the actual need for the program as constituted.

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   A full-time coordinator was hired. A marketing survey led to a thorough revision of the program. In January 1982, the coordinator resigned and a new one was not appointed until February 1983. The latter resigned in August 1986. No replacement has been made to date.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The quality of the program is satisfactory.

8. **What action(s) does the College plan to take to address the above issues?**

   A needs assessment survey was recently mailed to approximately 100 appropriate companies. A summary is to be presented to the Business Administration Department before the semester's end. A firm decision about the program will be made at that time or shortly thereafter.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The Community College of Baltimore requested in March 1987 that the International Trade program be made inactive effective Fall 1987. The SBCC has approved that request. The program will remain inactive until Fall 1989, at which time a decision will be made either to reactivate the program based on sufficient projected enrollments and job opportunities for those students or to discontinue the program.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Mental Health Technology

PROGRAM HEGIS NUMBER: 5216-01 LEVEL OF AWARD: AA

1. **What factors account for the declining enrollment in this program?**

   This program is designed for people who are already employed at State institutions and community mental health centers who lack formal degrees and for those interested in becoming mental health workers.

   Anticipated enrollment growth has been uneven and enrollment patterns have been difficult to predict.

   Additionally, CCB has found that projecting first-time enrollment of adult part-time State employees is an imprecise science. Moreover, a large number of students enroll on a part-time basis and have responsibilities that frequently take precedence over formal education.

2. **At what level does the College expect the enrollment to stabilize?**

   The minimum number of students needed to offer a successful program will probably be between 30 and 40 per year. Currently, there are 51 students in Mental Health Technology and six students in Mental Retardation Studies.

3. **What factors account for the declining awards in this program?**

   Anticipated enrollment growth has not been achieved in the mental retardation area.

4. **At what level does the College expect the awards to stabilize?**

   The awards level will probably remain constant within the Mental Health Technology program. However, the Mental Retardation Studies option in Mental Health will probably stabilize between 10 and 15 graduates per year when competent full-time staff is in place.

   There is no way to continue to offer the Mental Health program without competent staff.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Need additional resources for training in-house staff. Current CCB curriculum can provide such training. CCB must market the Mental Retardation Studies option of the Mental Health Technology option. This option, developed in conjunction with the Maryland State Department of Health and Mental Hygiene, is designed for employees of Rosewood State Hospital and other staff facilities for the treatment of the mentally retarded.

   The advisory committee met three times during FY 1986.

   Changes or revisions will consolidate Human Services and Mental Health by combining Gerontology with a core of courses. Special options in each field will reorganize or redirect the Mental Health content toward new purposes (psychosocial/content). Add data processing and computer programming courses as electives.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

   No answer submitted.

7. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   No answer submitted.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The program is one of satisfactory and/or sound quality and is expected to perform well once adequate resources are provided.

9. **What action(s) does the College plan to take to address the above issues?**

   Since the program was designed to provide training for middle level mental health workers who lack formal degrees, significant efforts will be made to shift resources and to increase the College's market focus both in Retardation and Mental Health in general. Of particular importance is program consolidation and implementation of a comprehensive "core" of courses and special options designed to systematically increase the Baltimore community's awareness of such offerings.

While no definite conclusions can be stated about the effectiveness of the College's efforts to increase enrollment, the consolidation of the curriculum is an encouraging sign. The program has a good chance for success if it is revitalized very quickly with competent full-time staff. There appear to be great opportunities for growth and renewed vigor for this program if an immediate innovative approach to provide program re-structuring, marketing, and enrollment from community mental health groups, which have been ignored to this point, are taken.

10. Does this program meet a clear and important need in the College's service area? Should the program be discontinued?

There is no way to attract and retain State and mental health employees in the program unless there is a competent full-time coordinator. The future of this program will be bared upon this consideration of this need as a top priority.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College's responses to the SBCC questions concerning the Mental Health Technology program are unsatisfactory in that they do not address the critical question of whether the program meets a clearly identified need in the College's service area. While part-time enrollments in this program have remained stable (at about 50 students), one clear indication that the program is in serious trouble is that enrollments by full-time students has decreased from 61 in 1981 to 12 in 1986. This trend obviously cannot continue and, in fact, must be reversed. Furthermore, the College itself notes that the program cannot be sustained without a full-time coordinator. Thus, the College is asked to submit a status report to the SBCC by June 30, 1987 on whether a program coordinator has been hired and, if not, on what basis the program can or should be continued.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Plant Engineering Technology

PROGRAM HEGIS NUMBER: 5399-01 LEVEL OF AWARD: AA

1. **What factors account for the low enrollment in this program?**

   The current need in this area appears to be for short-term specialized courses rather than the full-time program. The general enrollment of the College also shows a move toward more noncredit courses.

2. **What is the minimum number of students needed to offer a successful program?**

   So many factors are involved that a response is not feasible.

3. **What factors account for the low number of awards in this program?**

   So many factors are involved that a response is not feasible.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   This question cannot be answered at this time.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   A new advisory committee for this program was convened on May 2, 1986. Their general recommendation was to expand the program to include related courses in the energy conservation/management of resources area.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

   No additional information is available.

7. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   The College has continued to use it as a vehicle to draw contract groups of students, primarily Baltimore City employees, who were served by noncredit or apprenticeship programs.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The quality of the specialized courses appears to be quite high. Students and employees are very satisfied with the instruction provided.

9. **What action(s) does the College plan to take to address the above issues?**

   The College is investigating other modes of providing technical education, including a single degree with multiple options, ad hoc general technical certificates, and a noncredit technology institute.

10. **Does this program meet a clear and important need in the College's service area. Should the program be discontinued?**

    There are 60 students in noncredit courses related to this program who will continue for a four-year part-time training program. The advisory committee recommends gradual addition of new credit courses to meet the market demand. Approximately 40 employees of City agencies will shortly enroll for an "applied hydraulics" course offered for credit.

SBCC STAFF RECOMMENDATIONS/COMMENTS

While the College's response to the SBCC questions concerning the Plant Engineering Technology program indicate there is a need for credit and noncredit courses in this area, no justification is offered for maintaining an AA degree program (see College answers to questions #3, #4, and #6 above). Only four students have completed the AA in the last five years. The College is thus asked to consider whether an AA program in Plant Engineering Technology needs to be maintained in 1987-1988. The College's response to this question should be submitted to the SBCC by June 30, 1987.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Community College of Baltimore

PROGRAM TITLE: Legal Assistant

PROGRAM HEGIS NUMBER: 5599-01 LEVEL OF AWARD: Certificate and AA

1. **The U. S. Department of Labor, Bureau of Labor Statistics recently projected paralegal personnel to be the fastest growing occupation throughout the country over the next ten years (Monthly Labor Review, November 1985) with demand for legal assistants nearly doubling over that period of time. Does the experience in your service area confirm that projection? Is the growth and development of your program consistent with the projected demand for graduates?**

   The demand for legal assistants in the Baltimore area should double over the next ten years. A survey done on paralegal hiring patterns in the major Baltimore law firms and published in the Daily Record provides documentation for this prediction. The same growth rate can be anticipated in the public sector. The City of Baltimore recently increased the salary of entry level paralegals and raised the grade level at which they are hired for newly created paralegal positions, which also confirms the trend.

   Many employers, particularly large firms in the private sector, consider only applicants with a bachelor's degree and do not require a paralegal credential. The College will not expand its program rapidly. Some private sector employers seek paralegals with prior experience in a specialized area of law, and this also affects the actual number of legal assistant positions available to program graduates. The emphasis must remain on graduating students with excellent and competitive skills.

2. **What trends in the paralegal field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

   Employers seek paralegals with excellent analytical and communication skills, particularly English writing skills. The work is technical, detail oriented, and involves a specialized vocabulary. Computer literacy will become essential as law and legal services agencies and programs abandon manual systems for computerized recordkeeping and document management.

   The CCB hires faculty who have experience and a special aptitude for the teaching of writing. These lawyers have committed themselves to spending the extra time required when students are given extensive written assignments and essay exams.

A special tutor is available through vocational education grant funds to work with program students. Faculty development workshops for the law faculty have reinforced this writing skills focus. An effort is made to limit class size.

This program is rigorous. Students are prepared to compete with graduates of other programs in the Baltimore-Washington area. Those enrolled in the certificate program who have already earned bachelor's degrees are integrated into all classes above the introductory level, and the same standard of performance on assignments is required of all students. Students are encouraged to choose computer courses as electives. They learn about law office applications of computers in the Office Procedures course and do computer-assisted research in the Legal Research and Bibliography courses. Work has begun on the development of a specialized computer course for the program.

3. **Some colleges have sought "approval" of this program by the American Bar Association; others have not. In your view, how important and useful is this approval?**

Securing ABA approval is essential. The other two non-proprietary programs in the Baltimore area (Dundalk and Villa Julie) have such approval. The standards established by the ABA directly correlate to the quality of the program. A program's reputation with both potential enrollees and with employers of graduates is based in part on whether the program is "approved" since there is a wide awareness that the ABA does have such an evaluation process.

4. **What factors account for the low number of awards in this program?**

There are presently approximately 125 students enrolled in either the degree or certificate programs. This is similar to the size of the program at Dundalk. The introductory level course has a high attrition rate (50-60 percent) which is true elsewhere in open enrollment community college Paralegal programs. For students who continue past the introductory level, the rate of retention is very high. About half of these students are only enrolled part-time, often because of full-time employment as clerical workers in downtown law offices. City of Baltimore employees, who make up a significant proportion of program enrollees, are only provided tuition reimbursement for two courses per semester, which also serves to encourage part-time enrollment. This results in a lower number of awards per year than might otherwise be anticipated. Eighteen students completed the degree or certificate in June 1986. It is anticipated that approximately 25 more students will have completed the program by June 1987.

5. **What does the College consider to be a minimum number of awards for a successful program?**

Twenty-five awards per year are sufficient for the program to be considered successful.

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The program coordinator was hired in part because of her extensive contacts in Baltimore's legal community. A diverse part-time faculty of twelve lawyers also provides channels of communications with employers in both the private and public sectors. It is the advisory committee that was involved most directly in the curriculum changes which have been implemented in the past year. They discussed in detail the coordinator's curriculum change proposal and endorsed it enthusiastically.

Although the advisory committee met only once in the past year, it is anticipated that they will be meeting twice a year. They have organized themselves into two working subcommittees, one focused on the internal operation of the program and the other on the relationship of the program to the legal community. Suggestions from them include advice on law library access and CCB law book acquisition, ideas on advertising and promoting the program to both lawyer-employers and potential students, areas of the law where future course additions might be appropriate, and the recommendation that the CCB program be geared to meet the needs of small-to-medium size law firms and public agencies instead of the large law firms.

Of seventeen committee members, four are attorneys who employ paralegals, four are judges, one is a law school dean, one is an elected government official, five work as paralegals, and two are school administrators.

7. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

Number of respondents - 9

Full-time job, directly related	6
Full-time job, somewhat related	-
Full-time job, not related	-
Part-time job	-
Transferred, not employed	3
Seeking work, not employed	-
Military, home responsibilities, other	-
Transferred, regardless of employment	3
Achieved personal goal	7
Satisfied with instruction in program	9

8. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

In response to the recommendations contained in the evaluation, a full-time coordinator was hired by the College beginning September 1984 and charged with implementation of the other recommendations. The suggested curriculum changes are now in the College's internal approval process. The intent is to have the specialized courses conform to the ABA guidelines for paralegal programs. The College can then apply for ABA approval, which was the focal point of the prior evaluation recommendations.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Catonsville Community College

PROGRAM TITLE: Printing Management Technology

PROGRAM HEGIS NUMBER: 5009-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the declining enrollment in this program?**

   Two factors seem to explain the decline in full-time enrollment in this program. First, full-time enrollment is related to general economic conditions. When the economy is sluggish, displaced workers seek out the printing program as a new career. When economic conditions improve (as has been the case) enrollment is limited to those who are already in a printing career and who only seek to upgrade themselves. Second, full-time enrollment is related to the nature of the student demand for courses. Most students in PMT are pursuing short-term goals. Such students cannot be counted on to take additional credit courses.

2. **At what level does the College expect the enrollment to stabilize?**

   The College expects enrollment to stabilize at its current level. It may, in part, begin to grow as a result of the addition of new equipment and courses designed to meet the needs of recent changes to the printing industry. Stabilization should be achieved within three to five years as non-print firms and businesses send their personnel to the College to learn how to print their own materials and manage the operation using the latest technology.

3. **What factors account for the low number of awards in this program?**

   The low number of awards in the program reflects the background and goals of the students. Roughly 25 percent of the students already possess a BA and have no desire to earn an AA, certificate, or Letter of Recognition. Printing students come to the College to take just three or four courses in printing. Once they have achieved their objectives, they no longer show up in the program and are reported as non-completers. The irony here, of course, is that they are completers because they have met the specific objectives they set out to achieve.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   There were 71 students majoring in the program in 1985; six awards were given. Many students will continue to be employed in the industry prior to graduating. The College considers five to ten graduates a year to be an indicator of a successful program.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The Printing Management Technology program was initiated by College staff working with the Printing Industries of Maryland--an industry organization with responsibilities for training. There have been continuing communications with that group.

For the past several years, the program coordinator has maintained extensive contacts with members of the printing industry. In addition, the coordinator is on advisory boards for vocational technical printing programs in the public schools and other colleges. Thus, the program has, indirectly, received advice from these contacts.

The program advisory committee did not meet during the past year. It is currently being reconstituted to reflect changes in the industry, in particular, desk top publishing, and will meet during the Spring of 1987.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

A survey was sent to students/graduates of the program November 1986. Results are as follows:

Number of surveys	29
Responses	15
Employed	15
Unemployed	0
Employed full-time	13
Employed part-time	2
Program directly related to work	11
Program somewhat related	2
Program unrelated	2
Extremely satisfied with instruction	3
Somewhat satisfied	9
Unsatisfied	3

7. **The program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   Several actions were carried out by the College in response to that evaluation. First of all, the number of available course sections has been reduced in order to bring up enrollments per section and reduce instructional costs. Second, the College has acquired Electronic Desk Top Publishing equipment. Third, the curriculum is being coordinated with the College's Computer Graphics and Office Technology programs in order to broaden the base of the Printing Management Technology program. Fourth, the program has opened up noncredit opportunities for potential printing students in the Job Training Partnership Act training program and the State Prison.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The College considers the program to be very high in quality. Yet, the College recognizes that the preservation of this high quality depends on strengthening the connection with the printing industry as well as keeping abreast of new printing technologies.

9. **What action(s) does the College plan to take to address the above issues?**

   The College is already addressing the problems with this program. The creation of an effective and representative advisory board is a high priority item. Current efforts to adjust the credit/noncredit "mix" will continue along with the current efforts to keep the program costs under control.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Catonsville Community College

PROGRAM TITLE: Occupational Safety and Health Technology

PROGRAM HEGIS NUMBER: 5299-06 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the declining enrollment in this program?**

   Over the past few years many companies hiring safety and health personnel have fallen on hard times. Some companies have closed; others have had to reduce their workforces. These events combined with a reduced interest on the part of the federal government in safety and health programs have led to a decline in enrollment.

2. **At what level does the College expect the enrollment to stabilize?**

   The College expects enrollment to level off at about 50-60 students per semester.

3. **What factors account for the declining awards in this program?**

   There were as many awards in 1986, five degrees and four certificates, as in 1983, four degrees and six certificates. Most of the students in Occupational Safety and Health Technology are part-time students many of whom will take years to graduate. Some students already have advanced degrees and others will change their curriculum to Business Administration and pursue a baccalaureate program.

4. **At what level does the College expect the awards to stabilize?**

   The College expects the number of awards to continue at the current level, about ten awards per year.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The College met a representative group from industry in September and October 1986 for the purpose of conducting a performance audit for this program. Prior to that time the advisory committee had met infrequently the past several years.

This group recommended:

- The advisory committee needs to meet more regularly.
- The program needs to be broadened to include education for the non-safety managerial student.
- The program should offer internships or cooperative training to attract full-time students.
- The program personnel and the advisory committee need to review the importance of electricity to the occupation.
- The curriculum needs to provide students with more exposure to risk management.
- The program needs to require technical writing.
- The program needs to include more electives, such as Ergonomics and Public Administration.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

Number of surveys sent	27
Responses	18
Employed	17
Unemployed	1
Employed full-time	17
Employed part-time	0
Program directly related to work	15
Program somewhat related	2
Program not related	0
Extremely satisfied with instruction	13
Satisfied with instruction	5
Unsatisfied with instruction	0

7. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

Declining enrollment has increased discipline cost per credit hour. The cost for this program stays relatively constant with adjustments for the cost of living and faculty increments. A higher discipline cost per credit hour has been incurred due to smaller class size stemming from a decline in enrollment.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The program is considered to be of high quality. A sampling in the recent survey of the students in the program, most of whom are employed full-time in the field, shows they are extremely satisfied with the instruction.

Graduates who were contacted, some of whom appeared before the group of industry representatives, consider the program of high quality.

9. **What action(s) does the College plan to take to address the above issues?**

The College plans to:

- Survey local employers to expand on the recent findings of the advisory committee.
- Recruit students using the help of Occupational Safety and Health Administration, Maryland Occupational Safety and Health Administration, NSA, and other agencies and associations.
- Attract students from the Business Administration program into safety courses as appropriate.
- Offer currently needed training and education seminars in cooperation with NSA.
- Market the program with targeted mailings.
- Work more actively with the advisory committee to obtain its advice on marketing strategies and fine-tune the program to mesh with the current and projected needs of business and industry.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Catonsville Community College

PROGRAM TITLE: Dialysis Technology

PROGRAM HEGIS NUMBER: 5299-07 LEVEL OF AWARD: Certificate

The College has requested that the Dialysis Technology program be discontinued, effective Fall 1987.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The SBCC endorsed the discontinuance of the Dialysis Technology program at its March 12, 1987 meeting.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Catonsville Community College

PROGRAM TITLE: Industrial Maintenance Technology

PROGRAM HEGIS NUMBER: 5312-02 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the low number of awards in this program?**

   The Industrial Maintenance Technology program has a low number of awards because it has always had a very low enrollment. In the last couple of years another college in the area has developed a program which has further reduced the number of potential graduates.

2. **What does the College consider to be a minimum number of awards for a successful program?**

   The minimum number of awards for a program will be related to the goals of the students and the purpose of the program and dependent upon the level of enrollment. This particular program's purpose has been primarily to meet the needs of currently employed workers who have particular needs for specialized courses.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   For several years, the College has used one advisory group for two related curricula, Industrial Maintenance Technology and Automated Manufacturing Technology. Over the last several years, the advisory group has been heavily involved in modifications to the Automated Manufacturing Technology program, which resulted in significant changes to that curriculum. More recently, the College has sought more specific advice about the Industrial Maintenance Technology program.

   In the Fall of 1986, the College had an extensive two-day meeting with representatives from industries to evaluate the Industrial Maintenance Technology program. In addition, during the Summer representatives from the Baltimore Chapter of ASHRAE (American Society of Heating, Refrigeration, and Air-Conditioning Engineers, Inc.) met with the College to redesign particular aspects of the program related to HVAC.

Representatives from ASHRAE requested an expansion of HVAC courses within the program to help train employees who install, operate and maintain HVAC systems. They particularly wanted expanded courses for entry-level assistants and technicians.

In addition, some felt their engineers needed more specific training on HVAC equipment and systems. The employers told the College that technical and paraprofessional positions requiring a certificate and/or degree would be welcomed by the HVAC industry for the following: HVAC design, installation, service and sales and building owners.

In the Fall, eight representatives from industry met to evaluate the program. Two of the group's members were employers of graduates; others were potential employers of graduates familiar with the needs of industry. The following were recommended:

- The College needs to create a clearer purpose for the program.
- The HVAC leaders who met with the College in June were the leaders and should be contacted to develop the HVAC part of the program.
- There are other areas of concentration that the College could offer, if the College can devote the resources to laboratory equipment, facilities and staff.
- The faculty need staff development to keep abreast of what is happening in business and industry.
- The program could benefit from on-campus labs and additional equipment.
- The program could use a cooperative training experience.
- An advisory committee needs to meet regularly to validate each course annually or semi-annually to make sure the courses are current with the changes in industry.

4. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

Surveys were sent to students/graduates of the program on November 17, 1986 and December 15, 1986. The results are as follows:

Number of surveys	41
Responses	16

Employed full-time	14
Employed part-time	0
Unemployed	1
Program directly related to job	8
Program somewhat related to job	6
Not related	1
Extremely satisfied with instruction	4
Satisfied with instruction	10
Unsatisfied with instruction	2

5. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was the effect on the program?**

   In response to the evaluation done in 1982, the College deleted one course and modified two courses. Two new courses have been offered successfully for seven semesters over the past four years.

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The program is less than satisfactory at this time. It needs a revised purpose, more active contact with business and industry, and expanded lab facilities.

7. **What action(s) does the College plan to take to address the above issues?**

   The College will respond to the recent request from ASHRAE to expand courses in the HVAC to meet their needs. The College is considering the future of this program, in particular its need for expanded lab facilities, business and industry contacts, and faculty resources.

8. **Does this program meet a clear and important need in the College's service area? Should the program be discontinued?**

   Meetings held with industry indicate there is need for these areas of concentration: Electrical, Mechanical, Industrial, HVAC, Maintenance, Commercial, Preventive, Computer Operations for Environmental Management, and Robotics. The College will continue to meet the needs for the HVAC specialty. Other specialties will require a particular lab facility, some of which the College already has but which will need modification. This program's needs will be considered in relation to other current program developments and receive resources when the time is appropriate.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Cecil Community College

PROGRAM TITLE: Business and Commerce Technology

PROGRAM HEGIS NUMBER: 5001-01 LEVEL OF AWARD: Certificate and AA

1. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Formal and informal contacts have been sustained with several activities. The Vocational Advisory Council, which serves as the advisory board for this program, met eight times during the past year. The only major change suggested by the Council was to incorporate computerized accounting practices into the basic accounting instruction. Two employers represented on the council employ graduates of the program.

   The average age of students in the program, with all of its options, is over 31 years. Over 70 percent of the students enrolled are employed at least part-time in one of the business fields. A number of these students are employed by firms represented on the Vocational Advisory Council. Graduates tend to be employed rather than seeking employment.

2. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

   Cecil Community College conducted a telephone survey of 39 graduates of the Business and Commerce Technology program. The response rate was 61.5 percent.

   The results are as follows:

Number of surveys	39
Responses	24
Employed full-time	21
Employed part-time	1
No response	2
Program directly related to job	19
Program somewhat related to job	2
No response	3

Well satisfied with instruction	4
Satisfied with instruction	19
Unsatisfied with instruction	1
Achieved personal goal	23
Did not achieve personal goal	1
Satisfied with employment preparation	22
Unsatisfied with employment preparation	2

3. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   To date, no major changes have been made as a result of the past evaluation. The program has been reviewed annually and updated courses have been added where necessary.

4. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The quality of the program is satisfactory. At the present time only one full-time faculty member teaches in the designated discipline of Business Administration. Although the quality of instruction provided by a large number of adjunct faculty is sufficient, a second full-time faculty position is needed to assist with the instruction and advisement of the students in this program.

   Student and graduate follow-up studies, as well as instructional evaluations, suggest satisfaction with the quality of instruction. A student business organization meets several times a year and is expecting affiliation with a national student business group.

5. **What action(s) does the College plan to take to address the above issues?**

   Cecil Community College plans to take the following actions:

   - An additional full-time position has been included in the new budget year.
   - One of the program options, Accounting, has been evaluated by a faculty member and will be reevaluated employing the DACUM process this Spring. As the DACUM process is learned, more of the program options will be evaluated.
   - A computerized accounting course has been developed and will be initiated in Spring of 1987.
   - Two elective courses have been added to strengthen management options.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Cecil Community College

PROGRAM TITLE: Professional Photography

PROGRAM HEGIS NUMBER: 5007-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the declining full-time enrollment in this program?**

   The following factors contribute to the declining full-time enrollment:

   - o An increased job market has encouraged more students to plan their education on a part-time basis. New students and returning students are taking fewer hours and working at the same time.

   - o Program recruiting efforts have been reduced in previous years. This trend has been reversed and hopefully so has the declining enrollment. Current figures indicate that the decline that began in 1983 has been reversed.

2. **At what level does the College expect full-time enrollment to stabilize?**

   Full-time enrollment should stabilize somewhere in the range of 10 to 15 students per year. Full-time enrollment has gone from a low of eight students in Fall of 1985 to the current level of 17 for Fall of 1986.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Contact with employers about curriculum and the need for the program tends to revolve around the employers need to hire new employees with specific job skills. In the past year, the College has had conversations with local newspaper personnel concerning photojournalism and darkroom technician techniques and local photography-related businesses concerning placement of students as well as program update information.

   A portion of the program advisory committee met twice last year and looked closely at the commercial and industrial portions of the curriculum. The committee recommended adding video to the program.

Two of the five members of the advisory committee employ graduates of the program.

4. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

   Cecil Community College conducted a telephone survey of 36 graduates of the Photography program. The response rate was 41.7 percent.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   Program quality is excellent. The quality of the adjunct faculty has continued to improve and is now very strong. The College has several internationally and nationally recognized photographers on the faculty. Job placement is stronger than ever before.

6. **What action(s) does the College plan to take to address the above issues?**

   The College plans to continue to upgrade the recruitment program to advise prospective students about the quality of the program and the career opportunities in photography.

   The College will work with the advisory committee on a more formal basis, especially in view of the increasingly rapid changes in technology.

   Internally, a revised General Studies option was recommended for students who are undecided about career objectives. Hopefully this will enable students to take a number of exploratory electives early in their college studies and discover a viable career program rather than drop out.

   The College is in the process of developing a two-plus-two articulation arrangement with the county high schools.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to hold regular meetings of the full program advisory committee to the Photography program. The College also is requested to submit the results of the recent telephone survey of graduates to the SBCC by June 30, 1987.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Charles County Community College

PROGRAM TITLE: Drafting

PROGRAM HEGIS NUMBER: 5303-01 LEVEL OF AWARD: Certificate

1. **What factors account for the low enrollment in this program?**

   Several factors are considered to be causes for low enrollment. First, Drafting is not a program which interests large numbers of young people who are completing high school. Students interested in technical areas more typically wish to pursue careers in computers, electronics, or engineering, all of which attract larger numbers of students.

   Secondly, older students already employed as draftspersons do show an interest in advancing their skills by taking particular courses, such as computer-aided drafting, but they are not interested in pursuing an entire program and therefore do not formally enroll.

   Thirdly, although the College serves the three southern Maryland counties of Charles, St. Mary's and Calvert, only Charles has a secondary school Drafting program at its Vocational-Technical Center. The current enrollment in that program is approximately 30 students per year, and not until this year have programs at Vo-Tech and the College been articulated. Preliminary work toward a formal articulation has been completed, and a formal articulation agreement for the Drafting program is expected to be completed before the end of the academic year.

2. **What is the minimum number of students needed to offer a successful program?**

   The current enrollment of 21 in the Drafting program on the La Plata campus is considered more than sufficient to support the program, but the enrollment of seven at the St. Mary's campus is minimal, even though the program is only in its second year. A minimum enrollment of ten at each campus is considered necessary to support the program.

3. **What factors account for the low number of awards in this program?**

   A review of the Drafting program revealed that the number of certificates awarded in the last four years were 1983 - 5; 1984 - 3; 1985 - 1; 1986 - 1. The decrease in the number of awards is in marked contrast to the increase in program enrollment from eight to 28 and to the generally reasonable enrollment in specific Drafting courses.

One major factor which accounts for this discrepancy is that enrolled students in the program do not take all the courses needed for the certificate. Many employers in the area hire drafting students without regard for the certificate. Although employers recognize the desirability of courses in English, mathematics and physics, they will hire a student who has only drafting courses, particularly computer-aided drafting.

4. **What does the College consider to be a minimum number of awards for a successful program?**

The current decrease in the number of awards is unacceptable. The College considers that the minimum number of awards for the program is five at each campus, La Plata and St. Mary's. Program modifications need to be accomplished to make this goal realizable. Currently under consideration are modifying the requirements for certification; establishing a letter of recognition instead of, or in addition to, the certificate; or discontinuing the program. The letter of recognition would be awarded upon completion of three courses in Drafting.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Contacts with employers have occurred within the last year through two efforts.

The Tri-County Council of Southern Maryland has been active in promoting high technology in the area. A meeting of employers and representatives of colleges and secondary schools was held in February 1986. Representatives of government and industry were invited to learn and discuss school and college programs to satisfy their needs in high technology. The College's Drafting program was presented and favorably received. The need of employers for drafting students was confirmed.

In November 1986, the Advisory Council for Engineering, Drafting, and Electronics Technology Programs met to discuss these programs. The council of 12 members includes eight employer representatives and met previously in March and October of 1985. Two employers suggested that the College offer a drafting course stressing government specifications and standards. The need for computer-aided drafting was stated and restated. Employers agreed the certificate was not a requirement for employment but that specific knowledge of drafting, including computer-aided drafting, is the prime prerequisite. The difficulty in attracting young people to drafting and the desirability of articulation with secondary schools was discussed. No other specific changes or modifications were suggested by the advisory council.

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

Since the evaluation was completed in 1981, two actions have been carried out by the College:

- The program has been extended to the St. Mary's County campus in response to the growing need of high technology in that area. As stated earlier, the enrollment in the program, now in its second year, is only seven; but the number of students enrolled in Drafting courses has increased.

- Two new courses in computer-aided drafting have been added and a third, which will update and expand the second course, will be started in the Spring of 1987. The CAD courses are generally well-enrolled by students, many of whom are not in the Drafting program. Included are persons interested in computers and their applications.

The effect of the action has been positive but not as fast as hoped for. Increases are expected as more CAD is extended to St. Mary's County.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The program is excellent in its present form in regard to accomplishing the objective of providing quality vocational education for persons interested in becoming drafting persons. However, the program is unsatisfactory in that it is too inclusive and requires more than is needed to enable graduates to gain employment in the drafting field. Therefore, the program needs revision.

8. **To what extent have computer-aided drafting (CAD) systems been incorporated into the Drafting program?**

In Fall 1984, the College offered its first 3-credit course in two dimensional computer-aided drafting on Apple personal computers using Milwaukee Area Technical College software. Enrollment in the course at the La Plata campus has been at or above expectation. A second 1-credit course in three-dimensional drafting was offered in Fall 1985 (limited to eight students due to cost of equipment and software to four stations). In Fall 1986, the 2-D CAD course was offered on IBM PCs at the St. Mary's campus. In Spring 1987, the College is offering a three semester hour second course in CAD (cadkey) to replace the 1-credit hour course. A full-time faculty member has recently completed writing a text for this course, which will be offered in St. Mary's County when funds for software become available and if enrollment continues to remain high. The 2-D CAD course is required for the certificate and the 3-D CAD course is currently an elective in the program.

9. What action(s) does the College plan to take to address the above issues?

The following actions to address the above issues will be taken:

- o A letter of recognition award is being designed to recognize the completion of three drafting courses which will be sufficient to enable awardees to gain employment as draftspersons.
- o CAD will continue to be upgraded and included in the program to provide means for currently employed draftspersons to upgrade their capabilities.
- o If the number of awards of certificates does not improve within one year, the program may be discontinued. The letter of recognition may be retained in its place.
- o Articulation with the Vo-Tech Center drafting program will be completed this academic year.
- o The design and implementation of a course in Drafting using government standards and specifications will be considered if it proves feasible. A major problem is locating or training an instructor in this specialized area.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to continue its efforts to bring a computer-aided drafting (CAD) emphasis to the Drafting program. Rather than discontinuing this certificate program, the College is encouraged to revise the current curriculum (26 credits) so that it meets employer needs on the one hand, but encourages students to complete the program on the other. (Note: According to State regulations, a credit certificate can consist of as few as 12 credits.)

PROGRAM EVALUATION REPORT
1986

COLLEGE: Charles County Community College

PROGRAM TITLE: Pollution Abatement Technology

PROGRAM HEGIS NUMBER: 5399-05 LEVEL OF AWARD: Certificate

The College has requested that the Pollution Abatement Technology program be discontinued, effective Fall 1987.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The SBCC endorsed the discontinuance of the Pollution Abatement Technology program at its March 12, 1987 meeting.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Charles County Community College

PROGRAM TITLE: Nautical Science

PROGRAM HEGIS NUMBER: 5406-05 LEVEL OF AWARD: Certificate

The College has requested that the Nautical Science program be discontinued, effective Fall 1987.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The SBCC endorsed the discontinuance of the Nautical Science program at its March 12, 1987 meeting.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Chesapeake College

PROGRAM TITLE: Industrial Mechanics Technology

PROGRAM HEGIS NUMBER: 5312-02 LEVEL OF AWARD: Certificate

1. **What factors account for the low enrollment in this program?**

   The program has had a stable but low enrollment since inception except during 1986. The low enrollments can be contributed to the lack of an effective public relations campaign to inform the service area of the Industrial Mechanics Technology program. Low enrollments continue due to a series of concerns that are reflected in the student opinion survey that is distributed each semester.

   A self-evaluation of the program indidated that the delay of the construction of the additional classroom/laboratory facility, lack of proper curriculum materials, and planning for the timely installation of equipment by the original professional staff involved with the program contributed greatly to lack of interest of students. The hiring of a coordinator of technologies with experience and expertise to coordinate and teach in this area should help to provide positive attitudes toward the program.

2. **What is the minimum number of students needed to offer a successful program?**

   Additional students would lower the FTE cost of the program. An enrollment of 14 students would produce an acceptable FTE cost for the program and would justify its continued operation.

3. **Not a single student has completed this program since it was first offered in Fall 1983. What factors account for this situation?**

   Thirty-three students have enrolled in the course offerings since 1983. All these students are part-time students who work full-time jobs. They traditionally take classes on a sporadic basis with attendance of classes dependent upon personal and work requirements.

   Additionally, since enrollments (minimum ten students) have been insufficient in four course offerings, these classes have been cancelled. Students needing them have been counseled to take the other required support courses in the certificate program until a significant enrollment is achieved to support the core courses. Usually these courses can achieve a sufficient enrollment to substantiate offering the courses.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   The typical student in this program has been a 34-year old male employed in maintenance, and generally receiving a tuition reimbursement from his employer. This nontraditional student generally does not view a certificate in the same context as a traditional student. The College would like to have at least 60 percent starting the class complete the program and receive a certificate. Success also can be measured in the effectiveness of the program in meeting the changing needs of industry. The College would consider eight awards minimum for a successful program.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   At the outset of the program, contacts were made with local industrial leaders to seek their assistance in establishing the program. Results of such meetings yielded some equipment donations, afforded the opportunity to visit various plant operations, and established a dialogue between industry and the College. Great difficulty was experienced in getting the original advisory council members to attend regular meetings.

   During Fall 1986, the advisory council was completely reorganized through the Office of Engineering Technologies. The reorganization will jointly combine all program advisory committees into one unified group with individual program craft committees. The reorganized committee met on October 29th and was viewed as a very positive, needed activity. The IMT craft committee met. The primary concern was to evaluate the existing program and provide recommendations for the improvement of deficient areas. Even though the advisory committee will meet twice a year, program craft committees can meet as needed. The majority of the IMT craft committee membership is from organizations that employ students of the program.

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   As a total program, the quality is satisfactory. In the area of the IMT designated courses, quality is low.

7. **What action(s) does the College plan to take to address the above issues?**

   Some of the following actions are being planned or have already been accomplished to date:

   o Reorganize the advisory council;

- Better utilization of the Industrial Mechanics Technology Craft Committee;
- Develop a brochure explaining the program;
- Contact employers and trade associations;
- Develop sound and well-written competency-based curriculum guides;
- Purchase instructional equipment to support the competency-based curriculum;
- Develop articulation agreements between secondary and post-secondary programs;
- Work through the Business and Industry Council to develop a more positive relationship with the industry in the College service area;
- Target the program for intensive marketing campaign geared to inform students and prospective students of the opportunities presented by the IMT program;
- Continue to conduct follow-up studies through the Office of Institutional Research Planning and Analysis as a basis for ongoing program review.

8. **Does this program meet a clear and important need in the College's service area? Should the program be discontinued?**

Local industry leaders identified a specific type of worker that industry desired and needed--an employee with the mechanical skills and knowledge to install, operate, repair, and maintain industrial machinery and equipment, and the environmental systems found in an industrial/commercial setting.

The trend is to employ mechanics/technicians with broad knowledge and skills, rather than to employ specific trade technicians. Industry desires an employee who can solve a multiplicity of industrial problems without unnecessary delays and/or down-time.

The College's geographic area is experiencing growth in consolidated, multi-purpose commercial, health related and residential type facilities. This trend would predict a growth need for general maintenance/mechanical persons.

The Industrial Mechanics Technology program should be continued. Steps must be taken to correct the major concerns about the program; and once corrected, the IMT program could be one of the more important programs meeting industry needs in the immediate service area. With this in mind, the College will conduct its own in-depth evaluation on an annual basis for the next few years.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The Industrial Mechanics Technology program is in serious trouble. Perhaps best indicative of this is that, in recent semesters, the key core courses in the program have been cancelled due to insufficient enrollment. The SBCC is of the opinion that if a college advertises a program in its catalog, then it has an obligation to offer core courses to however many students are enrolled in the program so that they can complete the program in a timely fashion. If few students are enrolling in this program, it means one of two things: (a) the program is not needed in the Upper Eastern Shore; or (b) the current curriculum is not meeting employer needs and thus should be revised. The College is requested to submit to the SBCC a copy of the evaluation it plans to conduct of this program in 1987-88 (see #8 above) by June 30, 1987.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Chesapeake College

PROGRAM TITLE: Architectural and Drafting Technology

PROGRAM HEGIS NUMBER: 5317-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the declining enrollment in this program?**

   A factor contributing to a decline in enrollment is that students, even though made aware of the need for a strong background in mathematics and physical science, tend to enter without these specialized skills. After entering the program, they find out that the complexities of Drafting are greater than first perceived. Therefore, the student enrollment drastically changes within the first semester.

2. **At what level does the College expect the enrollment to stabilize?**

   It is hopeful that at least 75 percent of the enrolling students would carry over into subsequent semesters with 60 percent of the students completing the program and receiving an ward. The College expects the enrollment to stabilize between 15-18 students.

3. **What factors account for the low number of awards in this program?**

   Since the second semester enrollments have been low, the number of awards would reflect this decrease. One factor which contributed to the decline of the awards given is that some students enter the job market with skills learned before they complete the program. Other students transfer to complete the program of studies at other institutions. Some students take longer than two years to complete the program.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   Awards are expected to increase gradually with increased enrollments. As the majority of students are attending part-time, awards for each entering class are expected to be realized over a period exceeding the traditional two-year period. However, it could be expected that at least 60 percent of the students entering the program will eventually complete the program and receive an award.

   The College would consider eight awards as a minimum for a successful program.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Formal and informal contacts are made with employers concerning their employment needs and how the College can assist in this task. Some contact produces a situation where students go to work full-time before completing the program. Students are encouraged to complete the program even if they have to do it on a part-time basis.

The Engineering Technologies Department has just reorganized the advisory committee structure to support a joint cluster effort with the utilization of program craft committees. This restructuring was just accomplished this past October at which time the Architectural and Drafting craft committee met to discuss a variety of topics. About half of the craft committee members employ or will employ graduates of the program. The advisory committee will meet jointly twice a year and craft committees will meet as needed.

From the discussions of various committee members and employers in the service area, the Architectural and Drafting curriculum was completely reorganized in the Spring of 1986. These changes took affect in September of 1986. The present enrolling class is the first to become a part of the technically revised program. The success of the restructuring will have to be evaluated at a later date when sufficient data can be collected.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

Results of a telephone survey of 15 entrants and graduates yielded the following responses:

Respondents	15
Full-time job directly related	8
Full-time job somewhat related	3
Full-time job not related	-
Part-time job	1
Transferred, not employed	1
Seeking work, not employed	2
Military, home responsibility, other	-
Transferred, regardless of employment	1
Achieved personal goal	13
Satisfied with instruction	14

7. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   The Architectural and Drafting Technology program has been under review since 1984. The rationale for this review and the subsequent changes to the program resulted from comments and concerns that were raised by the industry that employs graduates of the program. As a result of an intense review of the program's goals and objectives, major program revisions were proposed to the Chesapeake College Curriculum Committee. Once voted upon and approved at this level, the request went to the Faculty Assembly for final approval. The program was approved and adopted in Spring of 1986 and became effective in September 1986. It is believed that the restructuring of the Architectural and Drafting Technology program will result in an improved program for the students to develop marketable occupational skills.

8. **To what extent have computer-aided (CAD) systems been incorporated into the Drafting program?**

   For the past year, the College has been looking into incorporating computer-aided drafting into the program. Since the College has a heavy emphasis in using the personal computer (PC) in its academic instruction, it was advised administratively to use a PC-based computer-aided drafting system. One learning station has been purchased with two software packages. A course called Introduction to CADD will be offered in Spring 1987. Budget requests for the next fiscal year have been submitted for the addition of five PC learning stations.

9. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   With the restructuring of the curriculum, the introduction of CADD and a more practical hands-on approach to Architectural and Drafting Technology, the program can be rated as excellent. A marketing program must be developed to inform students and prospective students of the features and benefits of the program and employment possibilities for this area.

10. **What action(s) does the College plan to take to address the above issues?**

    Many steps have already been taken to address these issues, but the following are additional measures the College expects to accomplish to maintain a high quality program:

    - Advanced placement articulation with secondary school drafting programs;

- Two-plus-two articulation with secondary school programs to extend the learning environment and provide advanced studies for the students;
- Addition of a general construction component to the existing Architectural and Drafting Technology program;
- Develop a marketing program to increase enrollment;
- Develop additional contacts in industry for job placement;
- Access the needs of individual industries through the Center for Business and Industry;
- Assist in recruiting efforts of the admissions specialist;
- Support the budget requests to stay abreast of advancing technologies;
- Evaluate the newly reconstructed curriculum on a timely basis.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Dundalk Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

1. **What factors account for a transfer rate that is below the State average?**

   The General Studies program is not specifically designed as a transfer curriculum. Its flexibility of degree requirements allows students to pursue this degree for a variety of reasons. Many consider the General Studies program after exploring several other curricula or after transferring in credits from other institutions. Thus, they have not made careful preparation for the transfer of courses to a four-year institution.

   In addition, it appears that students come to DCC less oriented to transfer, many are undecided about educational goals, others are interested in personal enrichment.

2. **What does the College consider to be a minimum acceptable transfer rate?**

   Since General Studies is not designed as a transfer curriculum, the College has not set a minimum acceptable transfer rate for this program.

3. **What factors account for a loss of credits upon transfer that is above the State average?**

   General Studies students often decide late in their curriculum that they wish to transfer to a four-year institution. Since they were not systematically selecting courses based on transferability and often received little or no guidance on this subject, many courses that they had completed may not transfer.

4. **What factors account for a satisfaction with preparation for transfer that is below the State average?**

   Since the General Studies program was not designed specifically as a transfer program, students have great flexibility in their selection of coursework toward the AA degree. Unless they carefully select courses for their transferability and/or seek the advice of a counselor/advisor, they may find that many of the courses they completed do not transfer to a four-year institution.

5. **What factors account for grades at the transfer college that are below the State average?**

There may be several reasons that account for grades that are lower at the transfer college than the State average. Dundalk students are strongly community-oriented and many experience greater difficulty in adjusting to a new environment, particularly a larger educational setting.

General Studies graduates may also experience less of a sense of goal direction and find that this indecisiveness carries over into the transfer institution. It is also possible that Dundalk students thrive in a small, highly personalized setting and become somewhat disoriented at the larger more systematized institutions.

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

In January 1982, Dundalk Community College's General Studies program submitted responses to evaluation questions from the State Board for Community Colleges. Since that time, four different faculty members have served as program director for this program. A General Studies newsletter was created to keep General Studies students up-to-date on graduation requirements and issues dealing with career choice. A Counseling Division newsletter includes information directed at the General Studies student dealing with issues on transfer, selecting a career, and employment trends. All General Studies students were assigned to an academic advisor and a mandatory meeting was required before the student could register for classes. It was anticipated that this would foster discussions about transfer issues, career choice, and generally assist students in successfully completing their academic program.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Unlike other academic programs, the General Studies program has no specific goal other than to require completion of 21 credits of general education courses, plus 39 credits of selected electives. The quality of the program therefore strongly depends upon how carefully students design their programs to fit their own particular needs and future goals. All courses are of high quality and standards within their own field.

If a student designs his/her General Studies program carefully and wisely, the product of their AA degree should be excellent. However, if care is not taken, students may find the degree difficult to market to employers, difficult to transfer to four-year institutions, and students may experience frustration and disappointment with their academic experience.

8. **What action(s) does the College plan to take to address the above issues?**

The College intends to emphasize and publicize the General Studies program as an Individualized Program of Study. With this flexibility goes the responsibility of short-term and long-range academic planning that will serve the students' individual needs and not disadvantage them upon completion of the program. Further program evaluation and review will continue during Spring 1987 semester with additional recommendations being offered for consideration in Fall 1987.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Dundalk Community College

PROGRAM TITLE: Accounting

PROGRAM HEGIS NUMBER: 5002-01 LEVEL OF AWARD: Certificate and AA

1. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Recently a very detailed contact with employers known as Developing A Curriculum (DACUM) process was held with business and industry employers. The advisory committee met once during the 1985-86 academic year and major changes were recommended which include: elimination of Intermediate Accounting I and II, require Cost Accounting, and Statistics. The advisory committee also recommended a computer applications course to be taught after students completed Principles of Accounting. Two additional courses were recommended--Managerial Accounting II and BASIC Programming.

   Three members of the committee have employed Dundalk graduates/students.

2. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

   During October, 41 graduates/entrants were personally contacted or surveyed by telephone. The results of this follow-up on students graduating from or exiting the Accounting program in 1984, 1985, and 1986 are shown below:

Number of surveys	41
Full-time job, directly related	24
Full-time job, somewhat related	8
Full-time job, not related	6
Part-time job	0
Transferred, not employed	3
Seeking work	0
Military, home responsibilities, other	0
Transferred, regardless of employment	10

3. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

Pursuant to the last evaluation, the advisory board has discussed, for the past two years, curriculum changes. The above mentioned DACUM process was completed in October 1986. The DACUM competencies are presently being compared to the advisory committee recommendations to identify the most appropriate changes that would be in the best interest of the students. It is expected that this merger of the advisory committee recommendations and DACUM panel competencies will be completed during Spring 1987 with implementation effective Fall 1987.

4. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Follow-up studies show that students graduating from the DCC Accounting program and continuing their education at the University of Baltimore excel as students, earning a GPA of 3.0-3.5 and above in their undergraduate studies. Those students who have chosen to enter the field of accounting upon graduation from DCC seem to be successful in the work world, thus achieving program outcomes. Changes in requirements of transferability of courses to four-year colleges and changes in the CPA exam qualifications support the review of the program restructure. The College believes these changes will not only make the students better prepared for immediate employment after graduation but they will be better able to transfer to four-year institutions. The quality of the total program is certainly more than satisfactory and is being improved systematically.

5. **What action(s) does the College plan to take to address the above issues?**

The Accounting faculty and the advisory committee will integrate the DACUM competencies and the committee's recommendations into a revised curriculum, which will be implemented in the 1987 Fall semester. A new faculty position (discipline area, computerized applications and accounting) has been requested and will be added to the program.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Dundalk Community College

PROGRAM TITLE: Water Systems Technology

PROGRAM HEGIS NUMBER: 5399-05 LEVEL OF AWARD: AA

1. **What factors account for the low enrollment in this program?**

   When the program was proposed, draft legislation regarding operator certification mandated two years of college for certification of plant superintendents. However, the legislation as adopted allows complete substitution of experience for education but only partial substitution of education for experience.

   The largest employer in the College's area, Baltimore City, started an apprenticeship program prior to initiation of the program. Further, Baltimore City is mandated to seek training from the Community College of Baltimore which makes completion difficult.

   In order to meet training requirements for certification, most plants provide training in-house that meets State requirements.

   Many employers base promotion on seniority. Few employers offer a financial or promotional incentive based upon an AA degree.

2. **What is the minimum number of students needed to offer a successful program?**

   The minimum number of students needed to offer a successful program is approximately 25 per year.

3. **If the original proposal estimated enrollment, how do the projections compare with actual enrollment? If there are substantial differences, what factors account for them?**

   Enrollment projections were unrealistically optimistic based upon explanation offered above. Reasons given in the last paragraph of question 1 above account for the difference.

4. **Not a single student has graduated from this program in the past several years. What factors account for this situation?**

   There is no educational requirement for employment. Students usually are employed and do not need to graduate to advance in this field.

5. **What does the College consider to be a minimum number of awards for a successful program?**

   The College considers five per year to be a minimum number of awards for a successful program.

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   During the first two years, the program director met frequently with potential employers. Since then the director has had sporadic contact with employers at professional meetings and annual meetings with the advisory board.

   The program advisory committee met once last year. The committee suggested active marketing in the industrial area and consideration of alternatives to an AA program. One member, who is responsible for certification at the State of Maryland, urged retention of the program based upon his perception that demand would grow. The committee acknowledged that the AA degree program was not vital as is.

   Three program committee members are employers of students. There have been no graduates.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The program is comprehensive and has depth. It is excellent. That judgment has been externally validated through a DACUM program review.

8. **What action(s) does the College plan to take to address the above issues?**

   The College is continuing to study the feasibility of the program. The following actions are being taken:

   - No new students are being accepted into the Water Systems AA degree program;
   - The Water Systems AA degree may be replaced with a certificate program;
   - Off-campus course offerings at treatment facilities may be increased;
   - Three-credit courses in one-credit modules in short course format may be offered;

- o Industrial training may be aggressively marketed;
- o Better articulation with other instructional programs across the State will be explored;
- o An internal comprehensive program evaluation and review process will be completed.

9. **Does this program meet a clear and important need in the College's service area? Should the program be discontinued?**

Yes, particularly since this is approved as a statewide program, but the thrust of the program should be to prepare individuals for the operator's examinations through individual courses or certificates. Emphasis on the degree should be modified.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College requested and received approval from the SBCC to put the Water Systems Technology program on inactive status, effective Fall 1986. The College will thus have until Fall 1988 to re-evaluate the program and make a determination of whether it should be reactivated at that time (with need clearly documented) or discontinued. The College is encouraged, during this time, to continue exploring the possibilities of a certificate program as more appropriate for employer need, rather than the current AA.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Dundalk Community College

PROGRAM TITLE: Legal Assistant

PROGRAM HEGIS NUMBER: 5599-01 LEVEL OF AWARD: AA

1. **The U. S. Department of Labor, Bureau of Labor Statistics recently projected paralegal personnel to be the fastest growing occupation throughout the country over the next ten years (Monthly Labor Review, November 1985) with demand for legal assistants nearly doubling over that period of time. Does the experience in your service area confirm that projection? Is the growth and development of your program consistent with the projected demand for graduates?**

   According to information from the Department of Employment and Training, in 1980 there were 985 paralegal positions with 1,985 positions projected for the year 1990. These data are from a statewide perspective and would support the Bureau of Labor Statistics projection. Figures on the local service area (Baltimore County) were not available.

   Discussions with professional groups and the local program advisory committee reflect definite growth in this occupation but not at the level suggested by the Bureau of Labor Statistics. A more realistic figure locally would be estimated at approximately 50 percent of their projections.

   Enrollment in the Legal Assistant program has increased dramatically during the past five years (67 in 1982 to 114 in 1986). These data correlate with the Bureau of Labor Statistics projections. Students are graduating at a much lower rate due to the proportion of part-time (81) students to full-time (33). Although many students are already employed in the paralegal environment, placement figures indicate positions are available for those who want them when they complete the program.

2. **What trends in the paralegal field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

   The Legal Assistant graduate or practicing legal assistant who has a specialty is more valuable than the typical generalist. In recognizing this trend to specialization, the College has added three courses: Pension Law, Workers' Compensation, and Real Estate Law (settlement).

3. **Some colleges have sought "approval" of this program by the American Bar Association; others have not. In your view, how important and useful is this approval?**

Dundalk was granted ABA approval in 1982 and at this time is a candidate for reapproval. Dundalk views this approval as an important accomplishment because the approval has assisted graduates and students with job placements. Such accreditation provides an external "quality check" which serves to help keep Dundalk in the forefront of paralegal education.

The approval has provided prestige to the program and the College. There are approximately 400 institutions offering Legal Assistant programs in the United States and 99 are approved by the ABA.

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The Legal Assistant program director is in weekly contact with employers or potential employers through his job placement assistance, his association with practicing lawyers, and the Baltimore Association of Legal Assistants.

The advisory committee met once during the 1985-86 academic year. Over the last three years, the committee has suggested or approved five new courses. The 1985-86 committee is composed of five legal assistants, eight attorneys, two students, two educators, and one community representative (lay person). Three of the firms represented by the legal assistants and two of the organizations represented by the attorneys have employed Dundalk students.

5. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

Dundalk completed this evaluation in December 1983. A more complete graduate survey resulted from program evaluation requests. Since then, the College can report on the following graduates:

1984 Graduates	
Number of graduates	12
Responses	12
Full-time job, directly related	9
Full-time job, somewhat related	1
Full-time job, not related	0
Part-time job	0
Transferred, not employed	1
Seeking work, not employed	0
Military, home responsibilities, other	1

1985 Graduates	
Number of graduates	14
Responses	14
Full-time job, directly related	6
Full-time job, somewhat related	2
Full-time job, not related	3
Part-time job	1
Transferred, not employed	2
Seeking work, not employed	0
Military, home responsibilities, other	0

1986 Graduates	
Number of graduates	11
Responses	11
Full-time job, directly related	7
Full-time job, somewhat related	1
Full-time job, not related	1
Part-time job	0
Transferred, not employed	1
Seeking work, not employed	0
Military, home responsibilities, other	1

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The overall quality is excellent. This can be confirmed by students, faculty, graduates, employers, and the Standing Committee on Legal Assistants of the American Bar Association.

7. **If you were asked to give one piece of advice to your community college colleagues throughout the State on Legal Assistant program, what would that advice be?**

   The program director is the Chairman of the Consulting Committee of the American Association for Paralegal Education. This committee has "advised" nine institutions in 1986. The one piece of advice is to be sure to employ a full-time program director (not a practicing attorney).

PROGRAM EVALUATION REPORT
1986

COLLEGE: Essex Community College

PROGRAM TITLE: Arts and Sciences Transfer

PROGRAM HEGIS NUMBER: 4910-01 LEVEL OF AWARD: AA

1. **What factors account for a satisfaction with preparation for transfer that is below State average?**

Most of the Arts and Sciences Transfer students who completed the graduate follow-up survey were satisfied with the transfer preparation they received at Essex. Eighty-seven percent indicated satisfaction or extreme satisfaction with their transfer preparation.

Admittedly, however, some students were frustrated and disappointed because they lost credits in the transfer process. The majority of these students attended college part-time and spent more than three years at Essex prior to transferring to a senior college. Often changes in requirements at the four-year college occurred during their matriculation at Essex, and these changes resulted in a loss of credit or a requirement to take additional courses. The situation was compounded by escalating college costs.

The College is, of course, concerned about those students who experienced problems with the transfer process. Efforts have repeatedly been made to try to find ways to establish more effective channels of communication with the four-year colleges so that all courses taken for college credit would be transferable and transfer students would have sufficient time to comply with new transfer or program requirements. Unfortunately, not all of the efforts to make the transfer process smoother have been entirely successful. Nor has the College's experience been unique.

One of the recommendations in the recent report of the Committee on the Future of Maryland Community Colleges is that "the State Board for Higher Education establish guidelines for four-year State colleges and universities, obligating them to give community colleges ample notice of changes in transfer requirements for particular programs." The State Board for Higher Education has responded positively to that recommendation by promising to reconvene the Statewide Articulation Task Force to suggest revisions to the current SBHE Transfer Policy.

2. **What factors account for grades at the transfer college that are below the State average?**

The data indicating that the achievement of a grade point average above 3.0 is slightly lower than statewide was self-reported by a small number of those students who completed the graduate follow-up survey. The College has not been able to obtain any data to corroborate the student response. In fact, although the College has periodically requested statistical information about the Arts and Sciences students who have transferred from Essex to four-year institutions in Maryland, that data have not been forthcoming.

Part of the difficulty in tracking Arts and Sciences transfer students is that many transfer students report different areas of concentration before and after transferring. These differences may be the consequence of differences between program titles at community colleges and four-year institutions. They may also reflect the fact that many students make several changes in their course concentration prior to their final selection of a major at the transfer institution. In any case, the College would welcome statistical information on Arts and Sciences transfer students.

3. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

Since the last qualitative evaluation of the Arts and Sciences Transfer program in 1982, the College has taken a number of concrete actions to attract students and to keep them informed of changes in transfer requirements. These include the following:

- The listing of all transfer patterns in the College catalog with a suggested program of study;
- The creation of a standing committee of the academic council to review existing transfer patterns, to recommend new ones, to monitor the policies and procedures affecting transfer students, and to update in conjunction with the Division of Human Development articulation agreements with the major transfer institutions;
- The inclusion of all transfer patterns on the registration form to help faculty and administrative staff identify students who have selected a major area of concentration;
- The development of special advisement and follow-up procedures for transfer students;
- The creation of a general information transfer brochure and five specific cluster transfer brochures.

4. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The quality of the program is excellent. Of the graduates surveyed in 1984, 100 percent responded that they were satisfied with the instruction they received in the program and 96 percent indicated they had achieved their personal goal. Of the 53 percent of the students who answered the question, "What did you most like about your community college?" the overwhelming majority mentioned the instructional staff at Essex. They cited the faculty's professionalism, high academic standards, caring attitude, and ability to communicate effectively in the classroom.

5. **What action(s) does the College plan to take to address the above issues?**

   The primary concerns of the faculty and administration have always been to ensure that Arts and Sciences Transfer students are adequately prepared for upper division coursework and that the transfer process is as frictionless as possible. The College will continue to monitor the quality of its transfer programs and to work with faculty and staff at senior institutions to develop articulation agreements which minimize the stress involved in transferring from Essex to a four-year college.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Essex Community College

PROGRAM TITLE: Arts Management

PROGRAM HEGIS NUMBER: 5001-02 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the low enrollment in this program?**

   During the past few years federal funding for the arts has been cut dramatically. As a result, the employment picture for recent graduates of Arts Management associate in arts degree programs has been quite bleak. This situation is not one that the College could have predicted at the time the program was originally proposed. It is the opinion of the Arts Management faculty that limited job prospects have deterred students from entering this field.

2. **What is the minimum number of students needed to offer a successful program?**

   The College believes the minimum number of students needed to offer a successful Arts Management program is the equivalent of at least 20 full-time students.

3. **If the original proposal estimated enrollment, how do the projections compare with actual enrollment? If there are substantial differences, what factors account for them?**

   There are substantial differences between the projected and the actual enrollment. When the program was proposed, the projected enrollment was the equivalent of 15 full-time students and 25 part-time students. In 1985, there were a total of 15 students enrolled in both the certificate and AA programs.

   Again, the College believes that declining enrollments can be attributed to the perceptions students have concerning the career opportunities available to them after graduation.

4. **Not a single student has completed this program since it was first offered in Fall 1980. What factors account for this situation?**

   The original program proposal stated that the program was designed for students who had completed an undergraduate degree in one of the fine arts, who were employed in related work, or who had worked as volunteers for fine arts organizations. It was anticipated that the principal market for the program would be students with an interest in the arts and an aptitude for business.

Volunteers were expected to enroll in the core courses on an as-needed basis. The majority of students who currently enroll in the Arts Management courses belong in the latter category. These students prefer to take only those courses which meet their particular needs. They are more concerned with obtaining specific information than completing certificate or degree requirements.

5. **What does the College consider to be a minimum number of awards for a successful program?**

The College would like to see all students who enroll in the Arts Management program complete the requirements of that program. If there were ten recipients of certificates and/or AA degrees in Arts Management each year, the College would consider the program highly successful.

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

When the program was implemented in 1980, the College had support from the art, music, and theatre organizations in the Baltimore and Washington areas. Professionals from these organizations were convinced there was a market for community college graduates with a concentration in Arts Management. When the projected enrollment failed to materialize, it was recommended that the program be moved from the Division of Humanities and Arts to the Division of Business Management where several other successful management programs targeted to those who already possessed undergraduate degrees were housed. The College implemented that suggestion and moved the program to the business division in 1984. All off-campus committee members from the most recent advisory committee roster are potential employers of graduates in Arts Management.

7. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

A telephone survey produced the following results:

Responses	15
Employed full-time	
Job directly related	1
Job somewhat related	1
Job not related	4
Employed part-time	
Job directly related	1
Job somewhat related	3
Transferred, not employed, Home responsibility, Other	5

Satisfied with instruction	
Extremely satisfied	4
Satisfied	10
Unsatisfied	1

Only 40 percent of the respondents stated they enrolled in the program with the principal aim of obtaining a certificate or AA degree in Arts Management; 28 percent stated their primary reason for taking Arts Management courses was the opportunity to explore a new academic area; 20 percent enrolled for self-enrichment; 6 percent enrolled to update skills for their current position; and 6 percent enrolled upon the recommendation of their employer. Ninety-two percent of the respondents reported they were satisfied or extremely satisfied with the quality of the instruction they had received in the program.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

From the standpoint of the instructional staff and available instructional resources, the program is outstanding. Despite the limited job prospects, the majority of the students surveyed reported satisfaction with the content of the program and the delivery of instruction.

9. **What action(s) does the College plan to take to address the above issues?**

The College has been considering a number of options to the currently existing Arts Management program:

- o Discontinue the program as an occupational curriculum and develop an Arts Management Transfer pattern;
- o Develop a 2+2 program with the University of Baltimore;
- o Establish an Arts Management Institute;
- o Change the focus of the program to a more generic Management for Non-Profit Organizations.

10. **Does this program meet a clear and important need in the College's service area? Should the program be discontinued?**

Certainly the core courses do serve a need in the local arts community. With limited federal funding available for the arts, a knowledge of effective marketing and public relations techniques is essential. However, there may not be sufficient community interest in an AA degree or certificate in Arts Management for the College to continue to offer the program. During the next academic year the faculty will study closely all of the options which have been proposed and, with the help of the program advisory committee, determine a course of action which both meets the needs of the local community and is cost-effective.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The Arts Management program at Essex is the only program of its kind in the State. This very specialized program has never enrolled more than 15 students in an entering Fall semester and never more than four full-time students in one semester--numbers far short of the minimum number of students the College itself says is necessary for a viable program (see question #2 above). The SBCC notes the strategies the College is currently considering to address this problem (see question #9 above) and requests that the College inform the SBCC by June 30, 1987 on what course of action it plans to take in this program area in academic year 1987-88.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Essex Community College

PROGRAM TITLE: Hotel-Motel/Restaurant-Club Management

PROGRAM HEGIS NUMBER: 5010-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   Most hospitality-related entry-level positions are not classified within the hospitality industry as salaried or full-time. Thus, students who do not have any previous hotel or restaurant management experience initially find employment as front desk personnel or servers on an hourly or part-time basis.

   The graduate follow-up results for 1984 show that both at Essex and statewide the percentage of recent graduates who secured full-time jobs directly related to their program of study was 20 percent. Among Essex graduates, an additional 10 percent reported that they had full-time positions somewhat related to their curriculum choice. Of those employed part-time, 80 percent indicated they had jobs related or somewhat related to their program.

2. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

   assistant manager
   front office supervisor
   night auditor
   office manager
   front office salesperson

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Hotel-Motel/Restaurant-Club Management program at Essex Community College has a very active and highly visible advisory committee. The advisory committee meets monthly and is intimately involved in every aspect of the program from curriculum design to equipment purchases and facilities usage. The committee has been instrumental in helping the program coordinator identify cooperative education sites and has supported the program with donations of equipment and services.

In the Spring of 1986 with the committee's assistance, Essex Community College co-sponsored with the Marriott Corporation the International Food Service Executive Association's annual conference. Additionally, each year the program sponsors many promotional events where potential employers, industry personnel, and community members have an opportunity to meet one another and to get firsthand experience of the type of training the program provides. Of the 22-member advisory committee, 18 have employed graduates of the program.

4. **What factors account for a satisfaction with preparation for employment that is below the State average?**

Ninety percent of those who responded to the graduate follow-up survey indicated that they had achieved their personal goal and were satisfied with the instruction they had received in the program. The single respondent who expressed some dissatisfaction with employment preparation lamented the fact that the program provided only limited access to the type of state-of-the-art computer equipment used in large hotels and restaurants.

Subsequent to that survey, which was conducted in the Spring of 1984, the College has acquired two NCR 4200 terminals and a Comtrex Microprocessor which allow students to track guest checks, cost out recipes, calculate payrolls, and prepare analyses for the Internal Revenue Service regarding tip reporting. The new equipment makes it possible for students to practically apply many of the skills taught in the program.

5. **What impact have the new Hotel Management options had on the overall viability and direction of this program?**

The new Hotel-Motel Management options have enhanced the visibility of the program, generated new student interest in the hospitality field, and increased the number of employment opportunities for graduates. The options have also strengthened the program's ties to the major hotel and motel chains in the Baltimore metropolitan area. New corporate support has resulted in the donation of industry specific equipment which, in turn, has given students additional opportunities for hands-on experiences.

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Throughout the campus community the HMRC program enjoys a reputation for excellence. This opinion is shared by many external agencies and professional organizations as well. The program has won both the National Restaurant Association and the American Vocational Association awards for Excellence in Food Service Education.

8. What action(s) does the College plan to take to address the above issues?

The College plans to expand the offerings of the Hotel-Motel/Restaurant-Club Management program to meet the special needs of certain segments of the hospitality community. Recently, the faculty implemented a short-term concierge program, developed a letter of recognition in institutional and food service management for food service workers in the Baltimore County schools, and established an AA degree program at the Maryland State correctional facilities at Jessup. With the assistance of an exceptional advisory committee, the program will continue to move in a direction that will maximize its responsiveness to the local hospitality industry.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Essex Community College

PROGRAM TITLE: Podiatric Assistant

PROGRAM HEGIS NUMBER: 5299-05 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the low enrollment in this program?**

   From the program's inception, the College has recognized that the audience for this type of training would be small. The curriculum is designed primarily to upgrade the skills of practicing podiatric assistants. Students enrolled in the program must be recommended by their employers. Recently, however, the College has witnessed a dramatic decline in student interest in this health care field. Moreover, even those students who are participating in the program seem less inclined to complete all of the requirements for an AA degree or a certificate. Dwindling enrollments may also be attributed to the growth in continuing education opportunities for podiatric assistants. Both the national and State Podiatric Medical Associations report sponsoring numerous continuing education seminars for podiatric assistants. These seminars are offered at convention and vacation sites, are short-term or weekend sequences, and provide continuing medical education (CME) credits. Since there are no State laws requiring certification of podiatric assistants and no requirements for employment in this field which would mandate the completion of a comprehensive, formal program of study, many new podiatric assistants are finding the continuing education option attractive.

2. **What is the minimum number of students needed to offer a successful program?**

   The Council on Podiatry Education of the American Podiatry Association limits the number of students in the program to available clinical facilities. At the present time, the program can accommodate twelve students.

3. **If the original proposal estimated enrollment, how do the projections compare with actual enrollment? If there are substantial differences, what factors account for them?**

   The original program proposal predicted that there would be fluctuations in enrollment. The proposal stated, "It is anticipated that there will be suspension dates in which courses offered early in the program will be discontinued for a period of time. New groups will be started in these courses based upon indication of need from the professional podiatric community." Since 1984, Essex Community College has offered Podiatric Assisting courses as student interest has warranted.

4. **What factors account for the low number of awards in this program?**

   All of the students in the program are employed and can only take courses on a part-time basis. Additionally, because there are no State certification requirements and only limited financial rewards for graduates of the program, many students lack the initiative to complete the degree requirements.

5. **What does the College consider to be a minimum number of awards for a successful program?**

   Given the highly selective nature of this student population, the College considers a minimum of five AA degree and/or certificate awards each year appropriate justification for continuing the program.

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   In 1984, the Division of Allied Health at Essex Community College conducted a survey of Baltimore metropolitan area podiatrists and podiatric practices. Fifteen podiatrists and podiatric practices responded. Of those respondents, twelve reported they employed one or more podiatric assistants or a total of 51 assistants who had participated in the Podiatric Assistant program at Essex Community College. Those 12 respondents indicated that they thought the didactic and clinical education their employees had received was excellent. Fourteen of the respondents said they had planned to enroll new employees in the core courses in the curriculum.

   Despite the strong support from the podiatric community, enrollment has continued to decline. As a result, the College decided to suspend the Podiatric Assistant program in the Fall of 1986. Therefore, the curriculum advisory committee did not meet this past year.

7. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

   Entrant follow-up:

Number of responses	15
Employed full-time	
Job directly related	6
Job somewhat related	1
Job not related	2

Employed part-time	
Job directly related	4
Job somewhat related	1
Home responsibility	1
Achieved personal goal	15
Satisfied with instruction	
Extremely satisfied	3
Satisfied	9
Unsatisfied	3

8. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

The following suggestions were offered by the 1982 on-site evaluation committee with the thought that implementation would further enhance the effectiveness of the Podiatric Assistant program:

- To help identify prospective students, the Division of Allied Health sent information each Fall and Spring to all podiatrists and podiatric assistants in the Baltimore metropolitan area about courses to be offered in the upcoming semester;
- The program faculty requested funds to build an adequate podiatric-related collection. Limited funds were made available for this purpose;
- Didactic and clinical instructors met regularly. Objectives were formulated and a system of evaluation was devised to be used by clinical instructors, all of whom were practicing podiatrists;
- The faculty attempted to define more precisely the curriculum content and skill levels of the AA degree program and to explore ways to make students more aware of the special enrichment opportunities inherent in the degree program.

Despite the fact that the College did respond positively to all of the suggestions of the on-site evaluation team, the problem of low enrollments in this program has continued.

9. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The program has an excellent reputation both nationally and regionally. The Council on Podiatry Education of the American Podiatry Association reaccredited the program for the maximum of five years in the Spring of 1982. The 1984 survey of local podiatrists also indicated a high degree of satisfaction with employment preparation.

10. **What action(s) does the College plan to take to address the above issues?**

For the past two years, the College has been reexamining and re-evaluating the program in light of the institution's mission and the program's place in the community. After much deliberation, in the Spring of 1986 the College decided to suspend the AA degree and certificate programs and to offer the core curriculum courses on an as-needed basis. Unless there is a significant increase in enrollment in the core courses the next academic year, the College will discontinue the program in 1987.

SBCC STAFF RECOMMENDATIONS/COMMENTS

No students enrolled in the Podiatric Assistant program in Fall 1986. It appears that the need for training in this area can be adequately met through the offering of selected courses on an as-needed basis rather than through a certificate or associate degree program. The College is requested to inform the SBCC by June 30, 1987 on whether it plans to continue the program in 1987-88, or discontinue it as suggested in question #10 above.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Frederick Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

1. **What factors account for a transfer rate that is below the State average?**

   In comparing the follow-up studies for 1980, 1982, and 1984, the College feels that the percent of General Studies students transferring is not a problem. Results are as follows: 1980 - 72 percent vs 53 percent statewide; 1982 - 71 percent vs 56 percent statewide; and 1984 - 44 percent vs 60 percent statewide. It should be noted that only 47 percent of the General Studies graduates responded to the 1984 survey while the response rate for 1980 was 86 percent and for 1982, 71 percent.

2. **What does the College consider to be a minimum acceptable transfer rate?**

   The College feels that General Studies graduates should transfer at a rate of at least 55 percent. The goal is to have 70 percent transfer (as they did in 1980 and 1982).

3. **What factors account for a goal achievement rate that is below the State average?**

   Again, the College feels that the 1984 data do not show a true picture of goal achievement because of the low response rate.

4. **What accounts for grades at the transfer college that are below the State average?**

   The committee examined the 14 survey responses to address this question. Of the 14 students who indicated they transferred, two did not report GPAs. So, these should not be counted in the total. Therefore, six of the 12 students reporting GPAs had GPA greater than a 3.0 (50 percent as compared to 55 percent statewide).

5. **Using entrant follow-up or admissions data, describe the goals of students who enroll in the program.**

   The table below describes the goals of General Studies majors attending FCC in Fall 1986 as they reported them on their admission's application. It is interesting to note that less than half of the 996 students (45 percent) indicated they are seeking a degree and less than one-third stated that their personal goal was to transfer.

Educational Goals	Number	Percent
Courses only	476	48%
Certificate	22	2
Degree	450	45
Unknown/blank	48	5
Personal Goals		
Exploration of new career field	164	16%
Immediate job entry	64	6
Transfer	312	31
Update skills for current job	111	11
Personal interest	257	26
Other/unknown/blank	88	9

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The General Studies program is excellent. One indication of this is the fact that for all three of the graduate follow-up studies reviewed (1980, 1982, and 1984), 100 percent of the respondents were satisfied with their instruction in the program.

7. **What action(s) does the College plan to take to address the above issues?**

   The College plans no alterations to the General Studies program at this time. The enrollment in this program has remained high and steady and the number of degrees awarded has been steady.

   The College does plan to continue to monitor this program closely, particularly examining future graduate follow-up studies. The College feels certain that the results from the next graduate survey of the class of 1986 (to be conducted in the Spring of 1987) will be more positive than the results from the 1984 survey. Special attention will be given to assure that the response rate is higher than 1984 (44 percent). The College hopes to have a response rate closer to the 1980 and 1982 surveys (86 percent and 71 percent respectively).

PROGRAM EVALUATION REPORT
1986

COLLEGE: Frederick Community College

PROGRAM TITLE: Electronics Technology

PROGRAM HEGIS NUMBER: 5310-01 LEVEL OF AWARD: Certificate and AA

1. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The College has undergone a period of time in which only informal contacts with the private sector were made. The lay advisory committee has now been activated and includes four individuals from electronics firms in Frederick County, one individual from the Department of Labor, and one individual from the Department of Education. Three of the four electronics companies employ former students of the program and current students of the program.

   The lay advisory committee is scheduled to meet a minimum of two times during FY 1987.

2. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

   The SBCC report indicates that FCC had fewer than ten respondents on the 1984 graduate report. The minimum number of responses (10) required by the SBCC is very difficult for the small schools to obtain because, as in Frederick's case, there were only six graduates and three responded (50 percent response rate). The College proposes an alternate plan to the telephone survey of 85 graduates suggested by the SBCC.

   The 1986 graduate follow-up study begins shortly. The College is in need of information to improve the planning process for electronics. It will make more sense to send complete surveys to both graduating classes rather than a telephone survey with a limited menu of questions to the 1985 graduates. The College will pull the 1985 surveys out and send results to SBCC upon completion. This will give the SBCC more than 15 respondents, give the College additionally needed information, and only require the students to respond to the College once.

3. **The PDM page for the Electronics Technology program has not shown cost data for the past several years. The College should investigate how discipline costs are being reported to the SBCC for the electronics area and make corrections as needed.**

The College has reported cost data to the SBCC each year for Electronics programs. After investigation, it was discovered that College reports used Hegis code 5312-04. The PDM report uses Hegis code 5310-01. The College would like confirmation to use 5310-01 for reporting purposes in the future. For information purposes, the following cost data are presented for FY 1984 and FY 1985:

	Total Cost	No. of FTEs	Cost/FTE	Cost/Credit
FY 84	$110,740	31.81	$3,480.20	$116.01
FY 85	$111,426	23.23	$4,796.66	$159.88

4. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The current curriculum is extremely strong. The quality of instruction is outstanding. The problem is that student preparation for the program as currently instructed is very weak. This problem is clearly demonstrated when one reviews the first Electronics class enrollments (EL 103) to the second basic class (EL 104):

	Fall 1984	Spring 1985	Fall 1985	Spring 1986	Fall 1986
EL 103	32	15	28	18	
EL 104		9	8	10	0

The students who make it beyond EL 103 stay with the program. The attempts to correct the problem during the last year have been further exacerbated by the resignation of the full-time Electronics faculty member.

5. **What action(s) does the College plan to take to address the above issues?**

The College has been reviewing a change in the Electronics curriculum for the last year. This change will result in a survey Electronics course for all students lacking adequate background to successfully complete EL 103. Students will not be permitted entrance into the Electronics program until they have successfully completed English and math developmental coursework or demonstrated competency on the FCC placement tests. A new instructor will be hired with a preference toward occupational preparation versus transfer preparation. Finally, the lay advisory committee will take an active role in determining the needs of the Electronics students.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The plan suggested by the College to collect additional survey data from graduates of the Electronics program (see question #2) is acceptable. The College is requested to submit the 1985 graduate follow-up data as soon as they are available. Concerning the reporting of discipline cost data for the Electronics program (see question #3), the College should report these data under HEGIS number 5310-01, not 5312-04 as has been done for the past several years.

Finally, the SBCC believes that active program advisory committees are a critical factor in keeping occupational programs healthy and responsive to local business and industry needs. The reactivation of the lay advisory committee at Frederick Community College is a step in the right direction. The SBCC encourages the College to appoint separate advisory committees for individual programs whenever possible and a convening of such advisory committees often in 1987-88.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Garrett Community College

PROGRAM TITLE: Environmental and Renewable Resources

PROGRAM HEGIS NUMBER: 5401-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the declining enrollment in this program?**

   A lessening of concern by society about environmental and renewable resources in general has had an adverse impact on the importance of this program. The significant downturn in construction and related industries in recent years due to high interest rates, etc. has contributed most directly to the drop in enrollments.

2. **At what level does the College expect the enrollment to stabilize?**

   Valid forecasts of the level at which enrollment is expected to stabilize cannot be made with any degree of certainty nor reliability at this time. Two primary reasons account for this:

   - The program is projected to undergo substantial revision in the foreseeable future that should realize a more positive impact on enrollments;
   - The construction and related industries are now experiencing a revitalization. Future prospects for growth and development projects promise employment opportunities that should further stimulate interest and enrollment in the program.

3. **What factors account for the low number of awards in this program?**

   Two primary factors contributed to the low number of awards granted in recent years in this program. Low enrollment is a prime contributing factor. Additionally, in recent years the majority of persons enrolled in the program did so mainly to acquire knowledge and skills in specific subject areas. Economic pressures to a large degree influenced such individuals to focus on acquiring marketable skills in the short term rather than invest the time, energy and expense of acquiring a certificate or two-year degree.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   Under the present program structure and given the continuation of present local economic development trends, a minimum of five awards a year is considered reasonable. This also reflects the fact that the large majority of students are enrolled in the program on a part-time basis.

Many students matriculate on an intermittent basis as time and economic factors permit. The attainment of a certificate or AA degree, in particular, is a long-term effort for these students.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Contact with employers regarding the program have been made through membership on the advisory committee, adjunct faculty representing prospective employers, and directly with employing organizations. While there is considerable diversification among the specific needs of individual employers, there is a general consensus that the curriculum should focus on basic knowledge and skills, and provide a good foundation in mathematical and verbal abilities. The committee, which consists of five employer representatives, has suggested the development of a stronger articulated relationship between secondary and postsecondary curricula with a more managerial related focus for the program at the College level.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

Survey information obtained informally from entrants and enrollees has been inconclusive regarding the need and effectiveness of the program. It is apparent, however, that the program, as presently operating, is viewed primarily as offering the opportunity to acquire marketable skills and/or enhance and broaden skills, knowledge, and abilities for vocational or personal usage.

Current efforts are underway to acquire a more comprehensive and accurate picture of relevant factors for assessing the need and effectiveness of the overall program. This will be reflected in survey instruments now under development as an integral part of a comprehensive self-study effort being conducted by the College in conjunction with the Middle States Association evaluation. The results of this survey activity will provide a more complete and comprehensive basis for assessing this program.

7. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

A career placement officer was added to the student personnel services area as a result of an evaluation of this program in 1980. While this action initially generated positive results, downtrends in local economic conditions and subsequent related budgetary considerations forced the eventual elimination of this service. While the aims and objectives of this action had merit, it became impossible to justify a continuation of this activity.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The quality of the program, as assessed from information derived from student, faculty, and community contacts, is considered satisfactory.

9. **What action(s) does the College plan to take to address the above issues?**

   The above mentioned comprehensive self-study is designed to evaluate the effectiveness of all programs at the College and to formulate related future plans and actions. It is within the framework of the outcome of this study effort that specific actions to be taken relative to this program will be formulated. It is clear, however, at this point that the nature and focus of the program must change to make it a more viable and responsive program. Among the anticipated actions for program change are the following:

   - Restructure and retitle the program to bring it up-to-date and more in line with current technical and social perspectives;
   - Establish an articulated curriculum with secondary level educational programs that provide for a smooth and logical progression from high schools into the college-level program--a 2+2 career education structure;
   - Refocus the curriculum to place greater emphasis on acquiring theoretical knowledge and the development of managerial skills and abilities;
   - Provide for direct interrelationships with education and experience through internship and cooperative type arrangements established within the framework of the program.

   Final actions to be taken regarding this program will be incorporated in the report of the results of the self-study now targeted to be completed in February 1988.

10. **Does this program meet a clear and important need in the College's service area? Should the program be discontinued?**

    The program does currently serve a need for both the student and prospective employers in the community. It can, however, be more effective and responsive in this regard. The data gathering and analysis activities to be completed in the self-study will bring into sharper focus these needs and related program changes that can realize this objective. The program should not, at this time, be discontinued.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Garrett Community College

PROGRAM TITLE: Gerontology

PROGRAM HEGIS NUMBER: 5599-02 LEVEL OF AWARD: Certificate

1. **What factors account for the low enrollment in this program?**

   Although there are three nursing homes in Garrett County and one nearby in West Virginia, the employers neither encourage nor reward (with pay increases, promotions, etc.) the attainment of the Gerontology certificate. The Continuing Education Division of Garrett Community College provides extensive offerings in geriatric aide training and the majority of nursing home employees requiring training are enrolled in these continuing education programs.

2. **What is the minimum number of students needed to offer a successful program?**

   The number of students required for a successful program is eight to ten.

3. **If the original proposal estimated enrollment, how do the projections compare with actual enrollment? If there are substantial differences, what factors account for them?**

   The enrollments projectted for Gerontology have not been achieved. Several factors have contributed to this situation:

   - Political. At the time of the original program submission, Hopemont State Hospital (West Virginia) had become designated as a residential geriatric center. It employed a large staff of nurses and aides, and original inquiries concerning interest in the Gerontology program at Garrett Community College were very encouraging. During the following year, changes occurred and the hospital received less funding, reduced its staff, and ultimately employees had concerns over job security. The College lost its job market for recruitment and placement at this facility.

   - Administrative. Of the three nursing homes located in Garrett County, one had received a poor evaluation from the State of Maryland Licensure and Certification Board. That facility has been extended a period of time to correct deficiencies and problems. However, the staff has been preoccupied with job security and, in light of this tentative employment situation, has been reluctant to invest time and money in an educational program.

- Economic. The management of the nursing homes in Garrett County does not recognize the completion of the certificate program thereby encouraging participation by its staff. Employees who have been involved in the program have been older students who desire to learn for personal growth and self-actualization. Their tuition is not reimbursed nor is their pay scale adjusted to encourage further education.

- Alternative training. Inasmuch as continuing education programs are less costly for the student and less demanding in terms of student performance requirements, those individuals needing or desiring training in the area of geriatrics have chosen to pursue this avenue of education. The offerings provided through the Continuing Education Division of GCC have been comprehensive and well received in terms of student enrollments.

4. **No students have completed this program since it was implemented in Fall 1983. What factors account for this situation?**

   The Gerontology certificate program was implemented in Fall 1983. Students enrolled in the program were part-time students, employed in local nursing homes, and available to take only two courses each semester.

   In May 1986, two students received their Gerontology certificates. In May 1987, two additional students are projected to complete the certificate.

5. **What does the College consider to be a minimum number of awards for a successful program?**

   The minimum number of awards annually should be four.

6. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Directors of nursing at the local nursing homes have been contacted concerning the curriculum and need for the program. Philosophically, there is support; but realistically, their employees are unwilling to invest the time and money in this educational program without employment incentives.

   The advisory committee has not met during the past year. This was due to a reorganization of duties and responsibilities of personnel at the College. Four of the five members of the advisory committee are from organizations that are potential employers in the area of gerontology.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   Although enrollment in this program has been low, students participating in the program have rated the quality of the program as excellent. The scope of the coursework is comprehensive; the instructors employed were well qualified and received high evaluations on instruction from the students. The practicum provided the opportunity for supervised field experience and sharpened the skills of even those students who were employed in nursing homes.

8. **What action(s) does the College plan to take to address the above issues?**

   The College program evaluation committee recommends that this program be moved to an inactive status. This will give the College additional time to evaluate economic developments and employment potential in the field of gerontology in Garrett County.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The Gerontology program will be put on inactive status, effective Fall 1987, as requested by the College. In the meantime, the College is encouraged to reconvene the program advisory committee and assess whether employers' training needs can be met through existing continuing education offerings rather than the credit certificate credential.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

1. **What factors account for the declining enrollment in this program?**

   In the SBCC review of the program in 1982, a concern was raised regarding loss of credits upon transfer. To correct this problem, the College counselors have been working very hard with students to encourage them to make program decisions as early as possible and therefore not need to use the General Studies program as a vehicle for dealing with program changes late in their career at HJC.

   As stated in the 1982 responses, it will remain necessary for the College to have an all-purpose program category for those students who, despite a program change, want or need an associate degree. That is the purpose of the General Studies program. While the enrollment may continue to decline, there will be a stabilization point which may vary from graduating class to graduating class.

2. **At what level does the College expect the enrollment to stabilize?**

   A review of the enrollment trends in the General Studies program for the past five years suggests that the program peaked in approximately 1983. The 1985 enrollment figure is six percentage points above 1981. Therefore, a logical stabilization point might be between 250 and 300 students. This figure will be influenced by changing transfer patterns, increased access to residential baccalaureate degrees in the College's service area, and a changing employment base in the tri-state area.

3. **What factors account for a loss of credits upon transfer that is above the State Average?**

   This question directly repeats question #1 from the 1982 review of the program. The General Studies program at HJC remains a vehicle for those students who, for a variety of reasons, change their program intentions some time after enrolling at the College. This factor is particularly important when viewing the large number of part-time students who choose this degree program.

   A careful analysis of the 55 graduates in 1985 reveals three factors which are very likely to impact upon loss of credits.

First, most of these students have made at least one program change while at HJC. The transfer implications of this decision are obvious. Second, more than one-half of these students took one or more developmental courses. It is likely that this is an emerging trend and will continue to impact upon the number of credits that are transferable. Third, one-third of the graduates in General Studies were reverse or parallel transfer students. Since they came to HJC from another institution and were only marginally likely to return to the same institution, the loss of credits is an inevitability. These factors are very reflective of the new mission of the community college as we prepare for the 1990s and therefore are not necessarily negative.

4. **The program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

As indicated in the 1982 response to PDM, College counselors and program advisors have spent a considerable amount of time working with students in the process of program selection. The result has been a relative decline in enrollment since students are making fewer program changes and, therefore, graduating in the programs of their primary choice.

Another aspect of the work done with students enrolling at the College was to explain what is likely to happen given a program change. As a result, student satisfaction with program choice has increased so that the College is now above the State average. Both the achievement of personal goal and satisfaction with instruction in the General Studies program have increased since the 1982 review. Both of these figures are above the statewide average.

Finally, it is important to reiterate that eight years' experience with General Studies programs continues to suggest that despite intensive efforts by counselors and advisors, these students will continue to make program changes and hold the College accountable for problems beyond our control.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Based on satisfaction with transfer preparation, achievement of personal goal, satisfaction with instruction in the program, and relationship of community college program to transfer program, HJC has a General Studies program that is significantly above the State average for such programs. The work with students done by program advisors and College counselors has paid off in significantly upgrading student satisfaction with this offering.

6. What action(s) does the College plan to take to address the above issues?

As indicated in 1982, the College will continue to emphasize advising and counseling with those students who enroll in General Studies. The result has been better understanding on the part of the students that they must accept the results of the decisions which they make. The College staff will continue to work with transfer institutions so that the loss-of-credit blow can be softened wherever possible.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Hagerstown Junior College

PROGRAM TITLE: Executive Secretarial

PROGRAM HEGIS NUMBER: 5005-01 LEVEL OF AWARD: Certificate and AA

1. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   During the past three years, the College has made a systematic effort to interact with employers of graduates from the Secretarial Science curriculum. The lead instructor in the program is a member of Professional Secretaries International, coordinates co-op placements for students in Secretarial Science, and has a very active advisory committee. Each of these activities brings her in contact with employers and practitioners. The result has been continued upgrading of the Secretarial Science curriculum.

   The Secretarial Science advisory committee meets on a regular basis each semester. Further, the lead instructor in the program is a member of the County Business Education Advisory Council. These interactions along with those mentioned above keep her in close touch with changes in the secretarial profession. The main suggestions made by the advisory committee were in the area of word processing instruction. As a result of these suggestions, two keyboarding courses and two new word processing courses have been added to the curriculum.

   Every member of the advisory committee is employed by businesses or organizations that employ graduates of the program.

2. **What success has the College had in keeping up with the high equipment costs associated with this program? Describe the nature and scope of recent equipment acquisitions.**

   One of the major problems facing any secretarial science program is rapidly changing technology. HJC has been fortunate in receiving extensive financial support for program upgrade. In the late Fall of 1985, the Washington County Commissioners approved a $200,000 equipment grant to the College. A significant portion of these dollars was awarded to the Secretarial Science program to provide state-of-the-art equipment.

During fiscal 1986 and 1987, major portions of the College's high-tech equipment grant under the federal Perkins Vocational Education Act were awarded to the Secretarial Science program for equipment upgrade. As required by federal law, the College matched Perkins funds on a one-for-one basis. As a result of these allocations, a 15-station microcomputer laboratory for word processing instruction was added, the main typing laboratory was partially re-equipped with electronic typewriters, and several major business machine acquisitions, including a photocopier and offset press, were purchased. A careful assessment of the equipment found in the HJC Secretarial Science program suggests that the program is functioning with state-of-the-art equipment.

3. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

Following are the results of a recent follow-up of Secretarial Science entrants and graduates:

Number of responses	15
Full-time job, directly related	5
Full-time job, somewhat related	-
Full-time job, not related	1
Part-time job	7
Transferred, not employed	-
Seeking work, not employed	2
Military, home responsibility, other	-
Transferred, regardless of employment	-
Achieved personal goal	9
Satisfied with program instruction	15
Among full-time employees	
Began new job after college	2
Satisfied with employment preparation	6

4. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Using data drawn from the advisory committee, co-op supervisors, and the County Business Education Advisory Council, professionals in the Secretarial Science discipline consider the HJC program to be of high quality. Student satisfaction with instruction in the program which has been consistently at 100 percent reinforces the position reported by practitioners and employers.

5. **What action(s) does the College plan to take to address the above issues?**

As a result of the SBCC evaluation, three strategies will be explored by the College.

First, the student follow-up study and the 1984 graduate survey suggest that members of the Secretarial Science faculty in cooperation with the College's director of job placement will work to increase student achievement of personal goal and student satisfaction with employment preparation. This strategy will insure continued enrollment stability within the program.

The second strategy will be a continued upgrade of the equipment which supports the program. As long as HJC continues to supply state-of-the-art equipment, the College will be able to prepare a graduate competent to enter the work force. This strategy will also insure continued employer satisfaction.

The final strategy will be to explore the feasibility of automated office technology at HJC. The development of a proposed advanced technology center at the College necessitates the exploration of automated office technology as a support program. This needs assessment will insure continued program congruence with the changing employment environment in the College's service area.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to explore the feasibility of an automated office technology curriculum. Given the suggestion of the program advisory committee to develop new word processing courses, the College is further encouraged to develop a complete and separate option in Word Processing. This has been a popular and successful curriculum at several other colleges.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Harford Community College

PROGRAM TITLE: Accounting

PROGRAM HEGIS NUMBER: 5002-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   To respond to the SBCC concerns, the College conducted a special survey of students who entered the Accounting program in 1983. Results of this survey of 1983 entrants indicate:

   - o Twenty percent of the respondents stated that part-time employment was their choice.
   - o Only one of 64 respondents was seeking assistance with securing a full-time position.
   - o Fifty-one respondents indicated they were employed either full-time or part-time in areas related to their field of training.

   Very few people responded to the question regarding major reasons they were unable to secure a position. Those that did respond had higher aspirations (salary, position) than a position with a two-year degree would allow.

2. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

bookkeeper	comptroller, vice president
accounting systems analyst	office manager
general ledger supervisor	senior operations officer
warranty clerk	certified public accountant
budget assistant	staff accountant
accounting intern	accounts payable specialist
accountant II	management analyst
cost accountant	field auditor
tax preparer	accounting technician

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   All but one of the members of the advisory committee are employers, who in the past have hired Harford students. Discussions with them indicate continued satisfaction with these students.

The Accounting program advisory committee meets at least annually. During the most recent meeting, it was suggested that the College make a statement in the catalog regarding the limited employment opportunities in the accounting field if the student's only education is the Accounting certificate. Also, it was suggested that the College offer more micro-computer courses to Accounting students. Next semester the College plans to do so.

4. What factors account for a low goal achievement rate?

A number of factors appear to impact the goal achievement rate. In the most recent survey, 45 percent of the respondents indicated that they had not achieved their goal. The reasons given were spread across a range of responses with conflict between job and studies being the highest.

Interviews of Accounting students indicate that aspirations, unrealistic expectations, and the reality of the work day keep people from achieving and/or expanding their academic/career goals. Information from interviewers and the graduate survey suggest that many of the reasons for not achieving goals are not controlled by HCC: changed educational goal, difficulties with child care, transferred, moved from the area, desired course not available, insufficient money to attend college, conflict between job and studies.

The 93 percent satisfaction rate of completers would at least warrant review of how questions to students regarding achievement of goals, recognizing that goals change based on experience and information, are presented.

5. What factors account for a discipline cost that is rising much faster than the average discipline cost per credit hour statewide?

A review of the discipline costs for Accounting beginning in 1982 were not conclusive regarding the rising discipline costs. The 1982 figure of $68 is inconsistent with the expenses for 1983 ($94); 1984 ($98); and 1985 ($109). The College found few expenses beyond faculty salaries and the cost of an Accounting lab that would increase expenditures.

Reductions in students, increased sections, and a greater proportion of sections taught by full-time personnel in 1983 vs. 1982 may well be the factors driving the increased costs of the Accounting program.

Given the above information, further review of discipline cost will be necessary.

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Program quality is quite high. Well qualified full-time and part-time instructors, student support systems in the form of an accounting lab, tutorial assistance, and audio visual programs are some of the factors in place which support the judgment that the quality of the Accounting program is quite high. The success of HCC students on the CPA exam is further evidence of program quality.

7. **What action(s) does the College plan to take to address the above issues?**

Action(s):

- Continue and expand working relationships with the coordinator of cooperative education and placement.
- Increase the speed of integration of micros into the Accounting program.
- Change the certificate program (add micro course) and general program information.
- Explore specialty or professional development courses that may also enhance employment of certificate and degree completers.
- Provide up-to-date career information for Accounting students.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Harford Community College

PROGRAM TITLE: Insurance

PROGRAM HEGIS NUMBER: 5003-03 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the low enrollment in this program?**

   Low enrollments reflect the current state of employment in this industry. Additionally, low enrollments are a result of the inability of the College to regularly recruit students and offer courses in a fashion that assures students that individual courses will be offered separately. Even after reducing the certificate requirements from 18 to 12 credits, students are motivated to take only the courses that lead to State certification.

2. **What is the minimum number of students needed to offer a successful program?**

   On a yearly basis, at least 15 students in each class and from three to five program completers.

3. **What factors account for the low number of awards in this program?**

   The certificate appears to have minimal value to Insurance students. Individual courses apparently meet student needs in terms of State certification to sell life and health and property and casualty insurance.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   As stated in #2, a small program such as this one could be meeting the needs of the service area and have from three to five certificate completers (assuming sufficient enrollment can be recruited for all certificate courses on a yearly basis).

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

   Program completers were so few (past experiences suggest that half the completers leave the area) that the College chose instead to contact insurance firms in Harford and Baltimore Counties (assuming that some of the Baltimore County firms had employees that commute from Harford County) through an informal telephone survey.

Four of the twelve agencies contacted had sent employees to individual insurance courses offered at the College; none of the agencies knew if any of their employees had completed the Insurance certificate. Responses to the survey provided the following themes: internal training is being offered; the insurance industry is depressed; the College should offer courses at more convenient times (semester format is inappropriate); the insurance industry has little turnover; and one Harford County respondent suggested the Insurance courses needed "new blood" in terms of instruction. Four of the insurance firms did not know that Harford Community College offered courses in life and health and in property and casualty that could lead to successful completion of State administered exams for those areas.

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

Following the 1981 program review, faculty were recruited from those actively involved and successful in the insurance industry, courses for the first time were advertised along with other business offerings in local media, and the number of credits requested for the certificate were reduced to reflect the specific needs of the insurance industry.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Very little information exists to substantiate a position on this question. Student reaction to faculty via the faculty evaluation procedures has been acceptable, and the College believes student success in the life and health and property and casualty exams have been acceptable. On the other hand, insurance industry response to the certificate has been less than hoped for.

8. **What action(s) does the College plan to take to address the above issues?**

See answer #9.

9. **Does this program meet a clear and important need in the College's service area? Should the program be discontinued?**

Industry representatives and faculty feel that a revision of the Introduction to Insurance course (emphasizing financial management) and more aggressive marketing of all three of the courses in the certificate may be sufficient to result in having from three to five completers yearly and an average class size of 15 students.

Discussions with Cecil Community College are underway in an attempt to jointly offer insurance courses at a convenient site (probably Aberdeen or Havre de Grace) and in a more compact time frame (45 hours of instruction over a three-week period).

Industry representatives contacted by phone strongly indicated that a semester time frame was inconsistent with their needs to have the employee complete the course and become productive to the company in as short a time as possible.

After the above are completed, the College will conduct an end-of-year program review in 1987 and again in 1988. If fewer than three people complete the Insurance certificate, or if any of the classes in the Insurance certificate program have to be cancelled due to low enrollment, the College will consider eliminating the Insurance certificate in the Fall 1988 semester. Courses in life and health and property and casualty might be offered irrespective of the decision to eliminate the Insurance certificate.

SBCC STAFF RECOMMENDATIONS/COMMENTS

One student was enrolled in the Insurance certificate program in Fall 1986. The high enrollment for an entering Fall semester over the last five years was eight students in Fall 1982. The College is requested to inform the SBCC by June 30, 1987 of its plans for this program in 1987-88. It may be that the needs of the insurance industry can be met by offering courses as needed (as suggested by the College in question #9) rather than through the current credit certificate.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Harford Community College

PROGRAM TITLE: Mass Communications

PROGRAM HEGIS NUMBER: 5008-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the declining enrollment in this program?**

   A review of SBCC program data show a program that rises and falls from year to year yet hovers around 60 students for total enrollment. The drop in 1985 was unique. The reductions in the number of recent high school graduates (typical student in this program is between 17 and 20) and concern about employment at both the associate and bachelor's degree levels require that recruiting be a high priority. Note that the 1986 enrollment of 59 students is equal to 1982 and 1984 and well above 1985.

2. **At what level does the College expect the enrollment to stabilize?**

   The College expects the Mass Communications program to continue to have an enrollment level of 59-63 students and an average class size of 20 would be acceptable given that several courses have limited lab space. At this size level, the program can continue to serve both the transfer population and the career population.

3. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   To answer this question, the College conducted two special surveys in October 1986. Seventeen employers were contacted by phone; and twenty recent graduates of the program were similarly surveyed.

   Radio station employment is limited, much of it initially at a part-time level, some requiring resettlement, and often at a minimal income level. Students need to have this employment information in the Introduction to Mass Communications class so that they can make appropriate career decisions.

4. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

   disk jockey
   assistant station manager
   public relations assistant
   advertising sales
   television technician

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The telephone survey of employers indicated that there is a a need to: reaffirm commitment to the advisory committee and develop a dialogue with employers in the radio area to highlight skills necessary for employment. It has been recommended that changes in the advisory committee be made to insure a broad mix of people. The College will meet with the newly appointed committee early in Spring 1987.

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

   Following the 1981 program review, program changes recommended by the advisory committee were instituted, lab facilities were upgraded, the service areas of both the radio station and television offerings were expanded and a substantial financial commitment to facilities and equipment upgrading were implemented.

   Of particular note are the renovations made to Joppa Hall providing a state-of-the-art radio and television studio. The radio station has since been upgraded further and serves the student training function while encouraging community involvement. As for the television studio, the College anticipates county involvement in local cable television program origination in what promises to be a positive partnership.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   Program quality is somewhere between satisfactory and excellent. Instruction, facilities, field placements, and student satisfaction are quite high. The telephone surveys supported the conclusion that employer satisfaction is high and student satisfaction with instructors is quite high. The latter is consistent with annual College summaries of student evaluations of faculty instruction.

   Advisory committee input, industry input on entry-level skills, and employment assistance for graduates need faculty and staff attention.

8. **What action(s) does the College plan to take to address the above issues?**

   The College plans the following actions:

   o Curriculum advisory committee: review, recommend changes, meet before March 1987 with a formal agenda.

- Develop a list of competencies for each skills course, determine a list of employers, and use Delphi Technique to get consensus on skills (and level) necessary to be successful from an employer's perspective. Complete by July 1, 1987.

- Develop a unit for the Introduction to Mass Communications class which emphasizes employment information relevant both for those transferring as well as two-year graduates. Complete by September 1987.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Recent improvements to the Mass Communications program--both to program content and facilities--are impressive. The SBCC encourages the College to continue in these efforts with particular attention to placement services for program graduates and a continuing commitment to an active program advisory committee.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Howard Community College

PROGRAM TITLE: General Studies

PROGRAM HEGIS NUMBER: 4950-01 LEVEL OF AWARD: AA

1. **What factors account for the declining enrollment in this program?**

   In Fall 1982, the General Studies program enrolled 292 students which represented 8 percent of the College population. While Fall 1985 enrollments in General Studies dropped to 225, in Fall 1986 274 students were in the program, representing 7.8 percent of the total population--a .2 percent difference from 1982.

2. **At what level does the College expect the enrollment to stabilize?**

   In an effort to better analyze the trends that are occurring and provide better definition of the General Studies program, an associate dean has been assigned responsibility for this program. Previously, General Studies fell between four areas of responsibility without a specific manager to assume full authority and set the direction of the program. This assignment should help to provide definition and provide better communications regarding the goals of the program to both students and academic advisers.

3. **What factors account for the declining awards in this program?**

   The awards decline is certainly affected by the increase of part-time students at the institution and a decrease in full-time students. Thus, students are requiring longer periods of time to complete degrees. As more of the population shifts to part-time status, the number of degree awards will decrease.

   Another influential factor for declining awards resides with the ambiguous goals of a General Studies degree. At Howard, counseling services and advising efforts are strongly integrated with the students' entrance at the school, thus providing them with direction in career selection. This early contact with the student produces more definable career goals, allowing more specific selection of a program.

   In short, students are encouraged to move out of the General Studies program and into a specific career or transfer program as soon as their career goals are more clearly defined. This results in fewer General Studies completers.

4. At what level does the College expect the awards to stabilize?

The definition of "stabilize" is critical. With the insurgence of more part-time students, a new level for the amount of awards given in General Studies may take time to balance out. Two factors that will expedite this process are the following:

- o With the appointment of a manager to administer the General Studies program, a definition of the program outcomes can better be communicated to students and advisors.

- o With the first year appointment of a director of adult and evening services administrator, identification of the evening student and part-time student will lend itself to better advising regarding the General Studies program. A majority of the General Studies students are attending during the evening hours.

5. What factors account for a loss of credits upon transfer that is above the State average?

Many of the students enrolled in the General Studies program are using the context of the program to explore career choices. At Howard, students should declare a major after 12 credits if they wish to pursue an AA degree. After students have defined their goals at the institution, they tend to shift into other programs of study from the General Studies program.

The General Studies program is designed with a tremendous amount of elective credit. The selection of electives can be directed towards transferable credits or non-transferable credits. Students in the General Studies program may not have career choices in mind which would lend itself to more applicable selection of credits for transfer.

6. Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?

The program quality is satisfactory. The College needs to better define the outcomes and purpose of the General Studies program. By defining the outcomes and communicating the parameters of the program, the College can more easily recruit and target an audience for entrance. Secondly, the advisement of students becomes more specific and more goal oriented.

7. What action(s) does the College plan to take to address the above issues?

Initially, the College will develop a survey to identify the needs and characteristics of the General Studies students.

Secondly, the College will be working with the adult and evening services administrator to assist in identifying and providing coordination to the evening students enrolled in the General Studies program. With the increased effort of the admissions office during this fiscal year to visit a variety of potential audiences in the county and to maintain a high frequency of visitation, utilization of their outreach contacts more effectively with publications and information regarding the General Studies program would be extremely beneficial. The College will seek to provide, through the academic advising coordinator, information and guidance for faculty advisors regarding General Studies program, course selection, transfer implication, etc.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is requested to submit a copy of the planned survey of students enrolled in the General Studies program to the SBCC as soon as it is available (see question #8).

PROGRAM EVALUATION REPORT
1986

COLLEGE: Howard Community College

PROGRAM TITLE: Secretarial Science

PROGRAM HEGIS NUMBER: 5005-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the declining enrollment in this program?**

   The job market in Howard County for people with secretarial skills is in favor of the job hunter. Degrees and certificates have little bearing on whether someone is hired to be a secretary. With this employment picture, many of the recent high school students are lured away from college by the increasingly higher salaries. The Secretarial program assists in placing students in part-time jobs while they are in college. It is common to have employers encourage students to drop out of college to increase their work hours. Therefore, only a small percentage of 18-20 year old students see the long-term advantage of a college education when jobs paying $6-$8 an hour are easily obtainable with just a few college courses.

2. **At what level does the College expect the enrollment to stabilize?**

   The enrollment has stabilized and seems to be on an upward trend. The College expects to see an upward trend in enrollment in the next academic year due to the open entry/open exit program for the Secretarial Science courses.

3. **What factors account for the declining awards in this program?**

   Awards for this program were: 1980 - 16; 1981 - 23; 1982 - 25; 1983 - 23; 1984 - 29; 1985 - 18; 1986 - 18.

   Last year, 73 percent of the Secretarial Science students at Howard were 25 or older. These students historically need quick training to gain employment as soon as possible. They are not interested in degrees and certificates. They are even more employable than the younger students after just two or three courses. Their maturity makes them highly desirable employees.

4. **At what level does the College expect the awards to stabilize?**

   The College expects awards to stabilize or show a slight decline. HCC believes that the real goal of a community college is to provide educational services to meet the needs of the residents. The need is definitely for skill training and, quite often, quick training. In the secretarial field, degrees and certificates do not make a noticeable difference in gaining that first job. Degrees and certificates can make a difference for later promotions, but even this isn't always true.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

There are three separate advisory committees for this program: legal secretarial, medical secretarial, and executive secretarial/office automation.

Each advisory committee meets once a year with subcommittee work done informally. The legal secretarial committee recommended a de-emphasis in Business Law and an emphasis in Proofreading and English skills. The medical secretarial committee recommended the inclusion of computer coursework. The executive secretarial/office automation committee recommended increased English and word processing skills.

The three committees consist of both graduates and employers. The following is a tally of how many members on each committee employ HCC Secretarial graduates:

- Legal secretarial: Eight members (three former students, five attorneys). Six represent offices that have hired HCC students. The other two will hire graduates if openings become available.
- Medical secretarial: Seven members (three former students, four medical professionals/offices). All have hired students.
- Executive secretarial/office automation: Eight members. Seven have hired students.

6. **What success has the College had in keeping up with the high equipment costs associated with this program? Describe the nature and scope of recent equipment acquisitions.**

The Secretarial program is in the middle of a phone survey to all Howard County employers who have 50+ employees. At this point, all but one (out of 42 contacted) do not use electric typewriters. Word processors and word processing software varies widely.

The Secretarial program has been able to acquire up-to-date equipment in the following manner:

- Six IBM Wheelwriter III typewriters for use by advanced typing students. Purchased through federal Vo-Tech funds and HCC grant awards through the HCC foundation.

- Six NBI System 3000 word processors. Many of the larger employers in Howard County have NBI equipment. These were reallocated to the Secretarial program by the College as offices made a transition to computers for word processing. Three printers were also reallocated.

- Four IBM Personal Computers were purchased with federal Vo-Tech funds; these will be used in a wordprocessing class.

- Two IBM Displaywriter standalone word processing systems plus printer have been in the lab for several years.

- Ten up-to-date Dictaphone transcribing units were purchased several years ago; these will not need updating for 4-5 years.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The College rates the Secretarial program as excellent. Enrollment is stable or increasing. The reputation of the program is such that anywhere from 5-10 job calls come in per week for the students. With the purchase of the four IBM Personal Computers, the equipment status is state-of-the-art and very consistent with Howard County employer needs. The program is successfully meeting the flexible needs of the older student by continuing to offer diversified classes in an open lab environment.

8. **What action(s) does the College plan to take to address the above issues?**

   In Fall 1986, the Secretarial program started a complete open entry/open exist program, which meets the needs of:

   - Students with children who need flexible days and hours;

   - Students who need quick training and can attend the open lab every day and finish a course(s) in just a few weeks;

   - Currently-enrolled students who either drop a course early in the semester or find they can handle more coursework;

   - Companies that have sent employees to the lab for wordprocessing training. All coursework is done on a module basis, so training courses can be individually designed.

   Several short-term training packages also have been developed. Overall, the College does not expect to see an increase in awards but does expect to see an increase in Secretarial/Office Automation enrollment and FTEs. HCC feels that the goal of a career program should be to give students a skill that makes them employable and the Secretarial Science program is very successful in doing just that.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Howard Community College

PROGRAM TITLE: Nursing, Registered

PROGRAM HEGIS NUMBER: 5208-01 LEVEL OF AWARD: AA

1. What factors account for the declining enrollment in this program?

The enrollment in the Nursing program has a decline which is of concern to the College. It is not unique to HCC nor to the College's type of Nursing education. Throughout the State and over the nation, most schools are experiencing a decline. This is attributed to many factors including a changing public image of nursing, the availability of alternative employment for women, recent publicity given hospital closings and layoffs, and uncertainty regarding the Entry into Practice issue.

2. At what level does the College expect the enrollment to stabilize?

The College believes that enrollment patterns and their match with job availability occur in cycles. Right now employment possibilities are high and enrollment is down. It will take several years for enrollment to catch up with this demand. The College anticipates that within several years enrollment will stabilize at about 85 percent to 100 percent of the previous enrollment.

3. What factors account for the declining awards in this program?

Degree awards have not decreased. The 1984 year of 81 graduates was an atypical high number of graduates. There were 64 graduates in 1986, which compares favorably with the 60 and 61 students graduating in 1982 and 1983 respectively.

4. At what level does the College expect the awards to stabilize?

HCC graduates approximately 66 percent of the number who enter NU 101. Degree awards should remain stable at that point. If a larger number of LPNs enter the program, the numbers may increase.

5. What factors account for a satisfaction with preparation for employment that is below the State average?

The 1984 level is the same as the 1980 level. The class of 1984 was particularly large and experienced some difficulty in locating employment. According to College records of September 1984, 27 percent of this class were not employed,or not employed in an RN position.

In addition, employment patterns of the remaining numbers were widely dispersed. Employment by single or few graduates in sites not previously used by graduates was much more common than in preceding classes. This has an impact on the orientations they received, their familiarity with institutions, and the ease of transition into the job market. Because of the tight job market that year, graduates selected jobs in sites and settings that were not best matched with their job skills.

6. **What factors account for a satisfaction with instruction that is below the State average?**

The level of satisfaction for 1984 (81 percent) is lower than 1982 (85 percent) but higher than 1980 (72 percent). The variation between the program at Howard and others in the State may be attributed to several factors which represent basic program differences. As noted in a previous qualitative response, the HCC program uses independent study as a predominant mode of instruction and requires terminal clinical evaluation. Both of these formats are difficult for students and therefore pull negative reactions.

The modes are based on a program and institutional philosophy and this philosophy is regularly reviewed by faculty and communicated to perspective and current students.

7. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

Discipline costs are derived from three sources: salary, indirect, and additional direct. The salary category constitutes at least 50 percent of the total. The faculty:student ratio in the Nursing program at Howard is much higher than in other nursing programs in the State. HCC clinical ratios run 1:12 to 1:18, where other programs run 1:6 to 1:10. Despite this level of efficiency, HCC salary costs may contribute to what appears to be above average discipline costs.

Of the eight full-time staff, two have been at Howard since 1971, one since 1972, two since 1976, one since 1978, one since 1981, and one since 1986. The longevity translates into higher salaries. Coupled with this are the facts that Nursing faculty have tended to work at high merit levels (earning them a higher base salary) and that Howard Community College Board of Trustees has committed itself to keeping faculty salaries in the upper third of the State.

Although these factors result in higher salaries and, hence, higher discipline costs, the impact on program quality more than justifies the cost. In addition, the proportion of full-time to part-time faculty affects cost. However, to maintain a cohesive, well-implemented program, the College believes a greater proportion of full-time faculty is desirable.

It is clear additional investigation needs to be done to determine the relative cost of the program in the categories of indirect and additional direct costs. Over the past five years program expenditures in the areas of supplies, capital, dues, and clinical expenses have been consistent and reasonable; equipment costs have been low. Internal and external discipline cost comparisons will be determined. In addition, consistency of inclusion of administrator costs needs to be reviewed.

8. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

The program undergoes regular evaluation by faculty. Changes which have been made since 1981 include:

- Expansion of orientation of incoming freshmen to increase their awareness of program features.
- Altered psychiatric experience to provide more support for young students.
- Provision of "seminar" sessions for second semester students.
- Improvement in operation off clinical evaluation by developing faculty guidelines to increase reliability and placing NU202 evaluation earlier in semester. This gives students greater freedom of choice in their final experience.
- Increase clinical experience options in pediatrics by adding two facilities.
- Use of a math pre-test and optional 1 credit calculation course.
- Earlier progression to care of multiple patients.
- Provision of full day clinical experience option.

9. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The College considers the program quality to be excellent but continues to strive for improvement.

10. **What action(s) does the College plan to take to address the above issues?**

Actions to be taken by the College include:

- Joint committee formed with local hospital to promote Image of Nursing.

- College and program activities for recruitment.
- General college committee to develop short- and long-term marketing plan using Nursing as model.
- Continue yearly reviews of course evaluations, graduate surveys, and employer surveys to identify needed changes.
- Work with business office to identify basis for discipline costs.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Montgomery College

PROGRAM TITLE: Secretarial Studies

PROGRAM HEGIS NUMBER: 5005-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for the declining enrollment (especially full-time enrollment) in this program?**

Several reasons strongly contribute to the decline in enrollment.

- o There are fewer graduates from the feeder high schools.
- o The demand for office workers is so great that employers are hiring many of their employees with minimal skills and either adjust workload accordingly or do their own in-house training.
- o As a result of the women's movement, many women have chosen less traditional job classifications.
- o Competition from proprietary schools who offer students short programs and encourage immediate employment.
- o Until this Fall, the College did not have sufficient word processing equipment to respond to student demand. With the acquisition of 25 units, sections are being added.

2. **At what level does the College expect the enrollment to stabilize?**

The College enrollment projections indicate slight fluctuations in enrollment during the next four years, with a decrease of 5 percent of present enrollment by the Fall of 1990. However, plans for adapting the program as described in #7 below will draw new students to the program. Therefore, it is expected that enrollment is beginning to stabilize at its present level. In addition, enrollment may increase for the following reasons:

- o If the economy shifts downward, there will be fewer jobs available and the applicant will need better skills in order to compete for limited openings.
- o As the office machinery becomes more complex, more training will be necessary for secretarial positions.
- o Some of the workers who are employed as secretaries will move into management, and there will be a need for training replacements.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The College has had contacts with many private firms, including Bechtel Corp., Covington and Burling, Dynamic Systems, Inc., IBM, Trak Associates, Vitro Corp., Weaver Brothers, Inc., and federal agencies, including EPA, NIH, Navy, Treasury, National Bureau of Standards, and Nuclear Regulatory Commission.

The program advisory committee met twice during the 1985-86 year as it does every academic year. The committee recommended:

- Continuation of training on state-of-the-art equipment;
- More short programs in order to encourage full-time enrollment for short periods of time, and thus compete with the proprietary schools who are training people for immediate employment;
- Encouragement of students to take more computer courses and to offer more software applications within the programs.

These recommendations are being reviewed and are planned for implementation during FY 1988.

Three members of the program advisory committee are from organizations that employ graduates of the program.

4. **What success has the College had in keeping up with the high equipment costs associated with this program? Describe the nature and scope of recent equipment acquisitions.**

The College has been very successful in keeping up with the high equipment costs. Recent additions include the following:

Rockville Campus:
- 20 Xerox and 7 Qyx electronic typewriters
- Wang VS 65 System with 24 terminals and 6 printers for instructional purposes
- A commitment to upgrade the current electric typewriters with state-of-the-art work stations

Takoma Park Campus:
- 20 Xerox memorywriters
- 11 IBM and Wang PCs with appropriate software and printers
- 24 Dictaphone transcribers

Germantown Campus:
- 3 IBM PCs and one printer

5. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide/**

Four factors affect the high cost per credit hour:

- Courses include a faculty-monitored laboratory component which results in contact hours exceeding credit hours.
- State-of-the-art equipment with updates and proper maintenance increase costs.
- The numbers represent the Collegewide enrollment. The costs vary by campus with smaller campuses having smaller classes.

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The quality of the program is excellent. The College has state-of-the-art equipment in excellent condition, experienced instructors, and well-taught, current courses.

The College has had positive feedback from advisory committee members, student surveys, and employers of students.

7. **What action(s) does the College plan to take to address the above issues?**

The following objectives have been set:

- To offer more short-term certificate programs.
- To allow more opportunities for advanced standing.
- To combine credit/noncredit courses.
- To increase the marketing of programs.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Montgomery College

PROGRAM TITLE: Civil Engineering Technology

PROGRAM HEGIS NUMBER: 5309-01 LEVEL OF AWARD: AA

1. **What factors account for the low enrollment in this program?**

Low enrollment in this program results from the following:

- As a degree major, Civil Engineering Technology is not perceived as preparation for a popular high-tech career.
- The pool of students who enroll in two-year Applied Technologies programs choose among Architectural Technology, Management of Construction Technology, and Civil Engineering Technology. Many of the courses offered in the three major areas overlap. At this time, Architectural Technology and Construction Management are drawing the majority of students as majors. If these two excellent programs were not offered, the number of declared majors in Civil Engineering Technology probably would increase.
- Students interested in Civil Engineering enroll in the Engineering Transfer program to prepare for the BS degree at a four-year transfer institution.

2. **What is the minimum number of students need to offer a successful program?**

Because the majority of courses offered in Civil Engineering Technology are also offered in the other Applied Technologies areas, there is minimal cost to the College in maintaining this program. ES 271, Surveying, is required in both Civil Engineering Technology and Management of Construction and is an elective in Architectural and Construction Technology. Therefore, since there are no courses in the Civil Engineering program which are unique to that program, there is no need to establish a minimum number of students to offer the program.

3. **What factors account for the low number of awards in this program?**

The required courses are rigorous for a two-year program. The dropout rate is high. Students do not need to obtain the degree to meet their goals, hence the low number of awards. Some students transfer to out-of-state schools which offer a BS in Civil Engineering. If students expect that not all of the credits required at Montgomery will transfer, they complete only those courses they believe will transfer and forego the AA degree.

4. **What does the College consider to be a minimum number of awards for a successful program?**

As described in #2 above, since the program shares courses and costs with other programs, both the number of majors enrolled and the number of awards is not considered an important measure of program success. By maintaining the program, the College is able to provide students one more degree option.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

The program coordinator has periodically discussed the program with local employers to obtain opinions about curriculum. The program advisory committee is not specific to Civil Engineering Technology but exists as a subcommittee of the general Engineering Technologies advisory committee. Since there are no Civil Engineering officers on the subcommittee at the present, the program coordinator has not received recommendations for program changes or revisions. The committee meets at least once each semester.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

Because the program has had such a small enrollment the last two years, the College was able to contact only four students. There were only two graduates in 1985 and none in 1986. There were approximately 25 students enrolled in the program for each of these years. Responses of the four students are as follows:

	1985	1986
Number of responses	1	3
Full-time job, directly related		2
Full-time job, somewhat related	1	1
Achieved personal goal	1	3
Satisfied with instruction in program	1	3

7. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

Many of the required courses in the program include a faculty-supervised laboratory component in addition to lecture time. This results in contact hours exceeding credit hours, which increases program costs. The cost per credit hour for this program is consistent with similar programs at Montgomery College.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The program at present is good. Courses are taught well by an experienced faculty. The College is beginning a major renovation of campus facilities, which will include new classrooms and equipment for this program. These improvements will increase the quality of services to the student.

9. **What action(s) does the College plan to take to address the above issues?**

   The College expects to continue this program and to continue to recruit students to the program.

   Currently the College is improving and expanding its advising system so that students who plan to transfer will be guided in making enrollment decisions more effectively.

   The renovation of the technical building and the acquisition of new equipment should enhance the program.

   The program coordinator will recommend at least two new advisory committee members with interest in Civil Engineering Technology by September 1987.

10. **Does this program meet a clear and important need in the College's service area. Should the program be discontinued?**

    Although this program attracts only a small number of students at the present time, the costs of maintaining the program are small. Therefore, the College can meet the needs of this limited population without detriment to other programs. At this time, there are no plans to discontinue the Civil Engineering Technology program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to implement its plan (see question #9) to appoint at least two individuals with a civil engineering background to the Engineering Technologies advisory committee.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Montgomery College

PROGRAM TITLE: Geography, Cartography and Community Planning

PROGRAM HEGIS NUMBER: 5508-02 LEVEL OF AWARD: AA

1. What factors account for the low enrollment in this program?

The pattern of declining student majors in this program virtually mirrors the pattern of class enrollments for the program. Over the past seven semesters, the ratio of majors to class enrollments remained constant for the first four semesters of the period. It now appears that class enrollments bottomed out in Fall semester 1984, and student majors in Geography, Cartography and Community Planning bottomed out one semester later.

It further appears that the sudden decrease in program majors may be nothing more than student disinclination to officially commit themselves to a set course of studies. This explanation seems rational when it is realized that class enrollments in core courses increased on an order of 9 percent during the same three (1985-86) semesters matriculations went down.

Looking at constraints on program growth in a more subjective way, it may be that the overall decline of the recent past was affected by certain tangential factors. Three of these appear significant in retrospect:

- The student population for Cartography and Planning has shifted from a full-time day to a part-time evening pattern;
- From Spring 1983 to Spring 1986, nine separate sections in Cartography and Planning were cancelled for insufficient enrollments;
- The traditional studio-lab facility was converted to other pressing departmental use. The loss of the on-campus focal point location has a psychological effect on full-time students and co-curricular activities carried out in conjunction with the regular program activities.

Taking all factors into consideration, it appears that the enrollments should continue to show some improvement.

2. **What is the minimum number of students need to offer a successful program?**

   An ideal program would meet the following conditions:

   - o A minimum of 45 student-majors per semester, more or less equally proportioned among the three options.
   - o A minimum of 200 students enrolled in program courses per semester.
   - o A minimum average of 18-20 students for all sections offered per semester.

3. **What factors account for the low number of awards in this program?**

   There is a solid relationship between the number of awards granted and the number of student-majors. Program experiences in the Spring semester 1981 shows that on average 14 percent of all student-majors received awards throughout this period of general decline. This is higher than the College average for all programs. The reason the amount of awards granted is small is simply a function of the fact that small programs will generate a small number of awards. As it concerns program quality, a significant percentage of students who involve themselves with the program, regardless of enrollment levels, are usually recipients of awards; that is a healthy sign.

4. **What does the College consider to be a minimum number of awards for a successful program?**

   There is no stated College minimum. Normally, however, if the College finds that there is need and interest in the community for certain programs, that students regularly enroll in the particular program-classes in sufficient numbers to offer the class, and that the operating costs are within the budget, then the number of awards are likely to remain at an acceptable level as they have in the past for this program.

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The community advisory committee meets twice a year in April and November. Each of the members works or teaches professionally in an area related to the three fields of the program. In the recent past, the colleges and institutions to which the membership is associated have accepted or hired College program students. A Fall 1986 survey of members demonstrated the continuing need for people trained in geography, cartography and planning throughout the Washington-Baltimore region.

6. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

Number of responses	13
Full-time job, directly related	8
Full-time job, somewhat related	2
Full-time job, not related	3
Enrolled in bachelor's degree program	7
Number of awards:	
Degree	6
Certificate	3
Quality of program:	
Good	11
Fair	2
Preparation for advanced degree or job market:	
Good	8
Fair	5

7. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

As a result of the last evaluation, the College carried out the following actions and procedural changes:

- Reduced the catalog options from six to three.
- Maintained the AA degree.
- Approved and put in place the certificate program in all three options.
- There has been a change in scheduling of Cartography and Planning courses from a daytime emphasis to an evening-class emphasis. Students can now obtain a certificate or degree by attending classes in the evening.
- Continued to provide adequate facilities and equipment.
- Appointed part-time faculty with job-related skills and experience.
- A new course in Cultural Geography was offered in Fall 1986 which attracted new students to the program.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Program quality concerns itself with faculty, physical facilities, frequency and schedule of classes and accountability to students within the normal operating restraints. At this point in time, the general quality of the program can be described as satisfactory with the following points noted:

- Three full-time faculty members would enhance the program's quality; there are currently two full-time positions.
- The planned new studio/lab facilities will attract more students and stimulate more interest in the program.
- Offering courses more frequently will encourage more students to complete programs and reduce scheduling hazards for part-time majors.
- A continued commitment to "run" very small sections of program courses will instill student confidence and build up the integrity of the program.
- Establishment of a formal strategy to enhance and expand the program would raise its quality from satisfactory to excellent.

9. **What action(s) does the College plan to take to address the above issues?**

It is anticipated that a third full-time faculty member will be hired over the next two-year period. The College will continue to utilize the expertise of the full-time architectural faculty in offering the Planning options. Two full-time faculty in Architecture have degrees and experience in Community Planning.

Plans have been finalized for the technical building at the Rockville Campus. Included in these plans are a specialized classroom for the program as well as a renovated Cartography/Computer Graphics Laboratory with state-of-the-art equipment. Renovation will begin in Summer 1987.

It is anticipated that the College will continue to be able to "run" sections of specialized courses with small enrollments because of large enrollments in introductory courses.

The program coordinator will continue to work with appropriate officials to publicize and market the program in the community.

10. **Does this program meet a clear and important need in the College's service area. Should the program be discontinued?**

This program meets a clear and important collegiate/employment need in the College's service area, and based upon all current conditions and trends, it should be continued.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Six students were enrolled in the Geography, Cartography and Community Planning program in Fall 1986; five in Fall 1985. All were part-time students. One student has graduated from the program in the past three years. By any standard--but, most importantly, by the College's own standard of 45 students per semester (see question #2)--these figures do not support the conclusion that the "program meets a clear and important employment need in the College's service area" (see question #10). The College correctly observes that the evaluation of a program should consider course enrollments (by both majors and non-majors) in addition to the standard look at the number of students majoring in a program. Even with course enrollments, however, recent developments are not encouraging as the College notes that nine sections in Cartography and Planning have been cancelled in recent semesters, while others have been offered with very low enrollment.

While recognizing that it is strictly a College management decision to discontinue a program, the SBCC requests a brief response by June 30, 1987 to the direct question of why the College believes the commitment to this program should not only be continued but expanded (see question #9). If not program enrollments, if not course enrollments, if not the number of graduates, on what criteria is this decision being made?

PROGRAM EVALUATION REPORT
1986

COLLEGE: Montgomery College

PROGRAM TITLE: Legal Assistant

PROGRAM HEGIS NUMBER: 5599-01 LEVEL OF AWARD: Certificate

1. **The U. S. Department of Labor, Bureau of Labor Statistics recently projected paralegal personnel to be the fastest growing occupation throughout the country over the next ten years (Monthly Labor Review, November 1985) with demand for legal assistants nearly doubling over that period of time. Does the experience in your service area confirm that projection? Is the growth and development of your program consistent with the projected demand for graduates?**

   There is every reason to believe that the number of jobs available for trained legal assistants is continuing to increase in the metropolitan Washington area. This increase has been observed through advertisements which have been placed in local newspapers and professional journals and through discussions with coordinators of other legal assistant programs in the area. In addition, the College has observed that some of Montgomery's students are creating their own jobs through promotions from legal secretaries to legal assistants. Montgomery College cannot confirm that the need for legal assistants will double over the next ten years but certainly there is no plateau in evidence at this time.

   In reviewing enrollment data in the Legal Assistant program over the last three years, it was noted that enrollment has increased modestly during each of the three years. Perhaps this increase would have been greater if it were not for the fact that the University of Maryland is offering legal assistant courses within Montgomery County at its Shady Grove complex. Prospective students from the central and northern parts of the county may find it more to their liking to take courses at Shady Grove rather than Takoma Park. Montgomery will endeavor to market the Legal Assistant program in the high schools, at back-to-school nights, and in the local media as a means of enhancing enrollments in this curriculum.

2. **What trends in the paralegal field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

   Employers are seeking legal assistants who are highly trained; specialization is rapidly becoming an integral part of this field. Students will expect to take courses in various specialty areas depending upon student interest and job availability. As a result, there will be a need for more upper-level courses, specialty courses, and programs of continuing education to help keep the legal assistant current in his or her own chosen area.

The Legal Assistant advisory committee has strongly recommended that the College seriously consider developing an associate degree program in this curricular area. A degree program with additional Legal Assistant courses in the curriculum would not only provide students a stronger foundation, but it would provide them an opportunity to concentrate in some of the programmatic areas of the curriculum. Students, upon completing this program, could transfer their credits to the University of Maryland, University College toward a baccalaureate degree in paralegal studies.

3. **Some colleges have sought "approval" of this program by the American Bar Association; others have not. In your view, how important and useful is this approval?**

Montgomery College has found no reason why the program should be approved by the American Bar Association. Montgomery College is an open admission two-year community College. Montgomery's open admissions policy provides students an opportunity to enter the College and to take courses in the Legal Assistant program, irrespective of their previous educational experiences.

The College understands that the American Bar Association expects programs that are accredited to adhere to certain "admissions standards" which are foreign to our philosophy of admission to Montgomery College. The College does have certain prerequisites which students must have before taking certain courses in the program. General admissions criteria are foreign to the College's philosophy as an open door institution.

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Numerous law firms and government agencies employing legal assistants have notified the College regarding their need for legal assistants. This job information has been passed on to the instructors who notify the students. Prospective employers also list job vacancies with the College placement center.

The program advisory committee met during the Fall semester of the past academic year. The next meeting will be held during the early Spring 1987 semester.

The advisory committee, in cooperation with the program coordinator, has recommended course title changes, prerequisites for certain courses, a new Corporate Law course, and that the College consider developing a two-year degree program in this discipline.

Four of the advisory committee members are attorneys in private practice, one of whom has hired a former student in the program.

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

Surveys were undertaken with current students and recent graduates. The data indicate that 56 percent of the recent graduates are working as a legal assistant or in a related field; 42 percent of the current students surveyed indicated they were employed as a legal assistant or in a related field.

Following are the results of the survey:

	Graduates	Current Students
Number of responses	9	17
Full-time job, directly related	4	4
Full-time job, somewhat related	1	3
Full-time job, not related	1	8
Part-time job	2	-
Transferred, not employed	-	-
Seeking work, not employed	-	1
Military, home responsibility, other	1	1
Transferred, regardless of employment	-	-
Achieved personal goal	7	-
Satisfied with instruction in program	9	17
Satisfied with preparation for employment	8	-

6. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

It is difficult to accept that the discipline cost per credit hour is higher than the discipline cost per credit hour statewide, since all of the instructors teaching in the program are part-time faculty who come to the campus during the evening and weekend hours. Classes average 15 to 18 students or more each semester. There are no special supplies or equipment purchased for only this curriculum; library holdings represent the one other additional cost.

In checking with the Office of Institutional Research and Analysis at the College, it has been learned that the discipline costs submitted by the College in the past have not been very accurate. The method of establishing discipline costs is being revised and they will be more accurate after December 1986.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The quality of the program is excellent. Faculty members are carefully selected and evaluated for their knowledge of the subject and their teaching ability.

Students have provided very positive evaluations of the faculty. The advisory committee has been involved in the program and has carefully participated in the evolution of the program.

8. **If you were asked to give one piece of advice to your community college colleagues throughout the State on Legal Assistant programs, what would that advice be?**

Carefully choose your faculty and rely heavily on the program advisory committee to make sure the program is current and courses are kept up-to-date.

SBCC STAFF RECOMMENDATIONS/COMMENTS

Three other community colleges in Maryland appear to be having considerable success with a Legal Assistant associate degree program. The College is encouraged to explore expansion of its current certificate program to the AA level.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Prince George's Community College

PROGRAM TITLE: Respiratory Therapy

PROGRAM HEGIS NUMBER: 5215-01 LEVEL OF AWARD: AA

1. **What factors account for the declining enrollment in this program?**

   The following factors contribute to the declining enrollment:

   - Implementation of federal Diagnostic Related Groups and Prospective Payment System--a national cost containment effort designed to decrease the cost of health care delivery. National surveys support data on declining enrollment to be directly linked to this change in health care. It has been responsible for public misconception regarding both job availability and security.
   - Decreasing number of high school graduates.
   - Decreasing quality of high school graduates able to meet entry-level criteria for Allied Health programs.
   - Lack of strategically planned marketing effort in concert with the Collegewide Marketing Task Force.
   - Poor public awareness of the role of Allied Health professionals.

2. **At what level does the College expect the enrollment to stabilize?**

   Enrollment has been stabilizing over the last two years. As the actions outlined in question #6 are implemented, the College expects enrollments to increase by at least 10 percent annually.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The program conducts periodic random sampling of area hospital needs for job placement and necessary ongoing curriculum changes to meet job market trends. The following represents current Respiratory Therapy Practitioner needs at area hospitals: Prince George's, 4; Suburban, 5; Leland Memorial, 3; Shady Grove, 4; Doctors, 2; MIEMSS Shock Trauma in Baltimore, 3; Children's National Medical Center, 4; University of Maryland, 8; Capital Hill, 4; Washington Hospital Center, 7.

The advisory committee of the Respiratory Therapy program has met three times during the last year and recommended the following:

- Improve marketing strategies in an effort to increase enrollment to meet job market;
- Diversify the program to educate students in nontraditional areas of Respiratory Therapy practice;
- Faculty involvement in the interviewing process of all incoming students in an effort to help decrease attrition;
- Encourage faculty and students to become more actively involved in community activities related to health care;
- Develop an active alumni association.

Of the 13 members of the advisory committee, seven employ graduates.

4. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

FY 1981, 1983, 1985 graduate follow-up summary:

Graduates	38
Responses	16
Full-time job, related	14
Full-time job, not related	1
Transferred, not employed	1
Transferred, regardless of employment	3
Satisfied with program	16

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Program quality is excellent based on the following:

- Employer surveys show a consistent satisfaction and hire graduates of this program over any other in the State.
- Sixteen students surveyed over three years show 100 percent satisfaction with the program.
- National Certifying Board results are consistently in the 90-93 percent range (well above the national average).

- Recent Accreditation by the Joint Review Committee for Respiratory Therapy Education of the American Medical Association resulted in full accreditation with no qualifications for a five-year period.

6. **What action(s) does the College plan to take to address the above issues?**

The major areas that require action by the College involve the declining enrollments. The actions that have been implemented to address this issue are:

- Target specific areas of the high school population with centers for health career options.
- Identify and target other audiences to offset the decline in high school graduates.
- Continue the current marketing efforts that have been developed this year.
- Increase the awareness (through marketing) of the statewide nature of the programm, i.e., that students from any county can enroll in the program at in-county tuition rates. The Respiratory Therapy program is one of only three Respiratory Therapy programs in the State.
- Participate in the proposed Health and Human Services Grant (if approved) to help the academically disadvantaged student meet eligibility criteria and succeed in the program.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Prince George's Community College

PROGRAM TITLE: Medical Isotope Technology

PROGRAM HEGIS NUMBER: 5299-02 LEVEL OF AWARD: AA

1. **What factors account for the declining enrollment in this program?**

   - The decline of enrollment and program graduates in all allied health fields has occurred nationwide according to the Committee on Allied Health Education and Accreditation.
   - The Medical Isotope Technology program changed its name from Nuclear Medicine Technology in the Fall of 1985. This may have had a positive effect because enrollment for the Fall semester of 1986 is up 24 percent over Fall 1985.
   - A lack of publicity about the program, demand for certified technologists, starting salaries and job security.
   - A lack of funds to pay for meaningful advertisement about the program in order to encourage qualified individuals to apply.
   - A lack of a licensure law which would require that all medical isotope technologists be graduates of an accredited program in order to be licensed. This would eliminate on-the-job trained technologists and increase the number of enrollments in accredited programs.

2. **At what level does the College expect the enrollment to stabilize?**

   With proper funding of an effective marketing effort, enrollment could stabilize around 40-50 in the Fall semester.

3. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The Medical Isotope Technology program of Prince George's Community College and the Nuclear Medicine Technology program at Johns Hopkins University Hospital affiliated with Essex Community College are the only two accredited training programs for nuclear medicine technologists in the entire State of Maryland.

Statewide demand or needs surveys for certified nuclear medicine technologists show a need for 36 new technologists per year. Student capacity in the clinical training for PGCC's program is 20 and Hopkins' program has a capacity of only 10. Employers are very concerned that if PGCC's program did not supply the number of certified technologists it does, the shortage of qualified technologists would reach a critical level statewide at the time the new licensure law would take effect. This would force the employers to look to other states in order to attract qualified technologists. It would also force salaries even higher than they are now which would cause health care costs to rise. Therefore, employers have expressed a critical need for the program's continuance and growth.

The advisory committee meets a minimum of once a semester, twice a year, other meetings as needed. The committee has made the following suggestions:

- Change the name of the program to remove the word "nuclear".
- Work with the Mid-Eastern Chapter of the Society of Nuclear Medicine to promote the program and the course offerings at Prince George's Community College.
- Make changes in course content to maintain the program's training quality.

Of the 16 members on the advisory committee, all but three represent employers of graduates. The program director routinely contacts graduates, physicians, and hospital administrators and staff for their input into the program curriculum, clinical training, and professional support.

4. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

Graduate follow-up summary*:

Number of responses	15
Full-time job, related	11
Full-time job, not related	2
Part-time job	2
Transferred, regardless of employment	4
Satisfied with program	13

* Includes graduates from 1979, 1981, 1982, 1983, and 1985 that have not previously been included in reported data.

5. **What factors account for a discipline cost per credit hour that is rising much faster than the discipline cost per credit hour statewide?**

The discipline cost per credit hour determination and comparison in the SBCC report is not fair or reasonable when applied to the Medical Isotope Technology program.

The Medical Isotope Technology program is one of only two training programs for nuclear medicine technology in the State. The program at Essex and Hopkins is designed in such a way as to give misleading figures. Essex Community College provides the students with basic general education courses during their first year of training. Hopkins University Hospital provides the students all of their clinical training and all of their technical didactic coursework during the second year of training. Therefore, the discipline cost per credit hour for the Essex program reflects only the general education courses as their cost figures. This makes their figures very low and stable because they do not include the high cost of clinical and didactic instruction that Hopkins provides for their program at no cost to the college.

The program at Prince George's encompasses the entire two years of program study. The College has three clinical affiliate hospitals and the students entire program of study is controlled and maintained by the College. For this reason, Prince George's cost per credit hour is higher than for the Essex program or the cost per credit hour statewide.

6. **This program was identified for a qualitative evaluation several years ago. What actions were carried out by the College in response to that evaluation, and what was their effect on the program?**

The program was just evaluated by the Joint Review Committee on Educational Programs in Nuclear Medicine Technology and the Committee on Allied Health Education and Accreditation (CAHEA) under the American Medical Association. After consideration of the self-study document and a site visit by a survey team, the program was given continued full accreditation for an additional five-year period.

All of the recommendations developed during the self-study by the advisory committee, the program staff, and the administration have been carried out and their effect has been very positive.

7. **What efforts have been made by the College to promote the "statewide program" status of this program?**

All students entering the program are informed about the statewide status of the program and they are given the necessary forms to apply for the program at the beginning of each semester.

8. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Excellent. The Medical Isotope Technology program has had two CAHEA surveys since it started. Both reaccreditation surveys recommended the program for five-year accreditation without recommendations for changes or corrections.

The College receives more job opportunities for graduates than it has graduates to fill the vacancies. Employers are very satisfied with the College graduates and some hospitals have held positions vacant for several months waiting for Prince George's graduates to finish their training.

9. **What action(s) does the College plan to take to address the above issues?**

The College is working on a three-grant proposal from Health and Human Services for recruitment and retention of disadvantaged students.

The College is developing a new marketing strategy designed to strengthen public awareness of the program.

The College is working with the Mid-Eastern Chapter of the Society of Nuclear Medicine to encourage continuing education for its members through the program.

The College is developing a Divisional Marketing Committee and a Divisional Planning Committee to address recruitment and program growth and development.

The College is encouraging stronger involvement by the physicians, the hospital administrators, and the hospital staff technologists in order to show the community and professionals need for the continuance of the program.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to promote the statewide status of this program in marketing efforts to prospective students, not just with entering students as noted in question #7. To inform enrolling students about the statewide status of the program provides the tuition reimbursement benefit to them; but it does not put these reimbursement dollars to work as a marketing tool for attracting students from other counties who otherwise might not attend.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Prince George's Community College

PROGRAM TITLE: Paralegal/Legal Assistant

PROGRAM HEGIS NUMBER: 5599-01 LEVEL OF AWARD: Certificate and AA

1. **The U. S. Department of Labor, Bureau of Labor Statistics recently projected paralegal personnel to be the fastest growing occupation throughout the country over the next ten years (Monthly Labor Review, November 1985) with demand for legal assistants nearly doubling over that period of time. Does the experience in your service area confirm that projection? Is the growth and development of your program consistent with the projected demand for graduates?**

   In contrast to declining enrollment Collegewide, enrollments in the number of declared Paralegal/Legal Assistant majors at Prince George's Community College have increased each semester since the introduction in Fall 1982.

   The combined count of majors declared in the AA and certificate programs has grown from 51 in Fall 1982 to 237 in Fall 1986. Total credit hours taught in Paralegal courses in the Fall semester 1986 were 407, an increase of 130 percent over the 318 credit hours offered in Spring of 1986.

   Through continuous evaluation and upgrading of facilities and resource materials, the College feels that the growth and development of the program is consistent with the projected demand for graduates.

2. **What trends in the paralegal field do you see as most critical to the future direction of this program? How is the College responding to these trends?**

   The trends in paralegal education appear to be specialization, licensure, and exit-examinations. These topics are receiving specific attention as the program evolves and matures. Several courses offering additional specialization are being developed for incorporation into the curriculum.

3. **Some colleges have sought "approval" of this program by the American Bar Association; others have not. In your view, how important and useful is this approval?**

   The advisory committee and the paralegal teaching faculty (each one of which is a practicing attorney or sitting judge) were queried as to the need for ABA approval. Responses from these legal professionals were:

- Because paralegal skills are being utilized in many ways and until a specific job description is standardized across the profession, overall certification would be meaningless.

- The impact of meeting present ABA approval requirement is too great for a two-year community college. Two major criteria outlined in the ABA approval process are the number of full-time teaching faculty and the law library resources--both requirements more consistent with four-year institutions offering pre-law and law degrees.

The College feels that a particularly strong aspect of the paralegal program is that the faculty are actual practitioners in the field and bring a special expertise to the classroom.

4. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

Contacts with employers of paralegals have been numerous through several channels--cooperative education employers, coordination activities with the Prince George's County Law Library, and the designated advisory committee. The advisory committee was re-organized in the Spring of 1986 after the Law Enforcement program was moved to a separate division. The newly formed committee met in May 1986 and will meet again during the Fall 1986 semester. The advisory committee supported the plan for a self-study of the program to determine any needed updates.

At the present time, the College does not have figures to indicate that any of the program graduates are employed by a member of the advisory committee; however, paralegal cooperative education credits are routinely earned through employment with various advisory committee members and the Prince George's County Law Library.

5. **The number of respondents to the follow-up surveys is inadequate to draw a conclusion about the program. Submit additional information for at least 15 students from surveys of entrants and/or graduates.**

FY 1985 Graduate follow-up summary:

Total graduates	32
Total responses	22
Full-time job, related	12
Full-time job, not related	5
Part-time job	1
Transferred, not employed	3
Seeking work, not employed/transferred	1
Transferred, regardless of employment	7
Satisfied with program	21

6. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

   The Paralegal/Legal Assistant program at Prince George's Community College is a good program that will continue to grow and develop as additional courses are added for the enrichment of the program.

7. **If you were asked to give one piece of advice to your community college colleagues throughout the State on Legal Assistant programs, what would that advice be?**

   The primary piece of advice would be to maintain good contact with the professional community and be responsive to their training needs for paralegal professionals.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Secretarial Science

PROGRAM HEGIS NUMBER: 5005-01 LEVEL OF AWARD: Certificate and AA

1. **What factors account for an enrollment-to-awards ratio that is more than twice the State average?**

   Factors contributing to the high enrollment-to-awards ratio are:

   - Many students enroll as full-time students and after receiving minimal skills find full-time employment. This tends to slow their completion of the degree work. At best, they become part-time students; at worst, they leave the program altogether.
   - Many students enroll as full-time students to take courses of interest but never really intend to seek a degree.
   - Individual courses are attractive to students who do not possess the personal initiative and/or ability to master the full scope of the required material to be awarded a degree or certificate.

2. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   Each student in the degree program has to do field experience under an instructor's supervision. Employers are contacted throughout the period of training by the faculty member through visits to the workplace. Employers are specifically asked for suggestions that would contribute to the student's training and/or progress. Approximately 10 to 15 employers are contacted each year.

   In addition, employers who have positions available frequently contact the full-time instructors. This occurs about 20 times during the school year. Employers with whom contact has been made have been from organizations involved with insurance, manufacturing, electronics, hospitals, medical doctors, dentists, four-year colleges, public schools, state agencies, lawyers, hotel/motel, poultry industry, seafood industry, and others.

   Additional needs mentioned by employers have been: telephone communication, proofreading skills, data entry, ten-key pad manipulation, applications of computers to office procedures above that of simple word processing, more microcomputer training.

The program advisory committee met twice during the past year. The committee strongly supported the addition of an office technology option, to increase the computer application skills, and a word processing certificate option. Additionally, changes in course names to more accurately reflect the amount of computer technology actually taught in the courses were recommended.

Of the 11-member committee, eight members are from organizations that have employed graduates of the Wor-Wic Tech Secretarial Science program.

3. **What success has the College had in keeping up with the high equipment costs associated with this program? Describe the nature and scope of recent equipment acquisitions?**

In 1981, considerable monies were spent for typewriters, furniture and audiovisual equipment. For the next several years computers that were used by the computer program were used for word processing as well. In 1985, 12 IBM PCs were purchased to be housed in the secretarial studies lab and shared by the secretarial program and the Continuing Education Department. In 1986, five additional PC compatibles were purchased, as well as more furniture, two printers, and display monitors. Efforts are underway to network these units, adding more PC compatibles and utilizing a central server for the system.

As the program is reaching a desirable level of maturity in equipment inventory, a careful equipment retirement and update plan is needed. Older typewriters need to be phased out at a reasonable time and changes in equipment and software technologies should be anticipated on a more long-term basis. This plan will be developed during this school year.

4. **What factors account for a discipline cost per credit hour that is much higher than the discipline cost per credit hour statewide?**

During the past five years the program has purchased a large amount of very expensive equipment and furniture. Making purchases within a relatively short period of time gives the program a very high initial or start-up cost, since the program had to develop from essentially nothing.

While there has been a considerable outlay of monies for computer equipment for use in the Secretarial Science training and the continuing education program, other program areas in the College have been enriched because of the availability of the computers and software programs. Secretarial enrollments are steady but not large. Employment for secretarial areas (executive, legal, medical) is good and a need is being met; however, the costs per student are somewhat higher as a result of the lower enrollment.

The Secretarial program offers 18 self-paced courses and eight classes taught in a classroom setting. Because the lab hours have been extended to make the facilities more available to students, two part-time instructors and student aides had to be employed to supplement the two full-time instructors.

The two instructors who initiated the changes to update the Secretarial program are professionally competent and have received pay increments resulting in higher than average compensation because of their service period at Wor-Wic Tech.

5. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

The quality of the program is excellent. The full- and part-time faculty credentials are professionally high, and student evaluations of instruction are consistently high. Course work is carefully planned according to student needs; research for the technical skills needed for the local employers is ongoing. The program continues to be responsive to the needs of the community, the student, and the profession. Employer demand for Wor-Wic Tech secretaries remains high.

6. **What action(s) does the College plan to take to address the above issues?**

At the time of student matriculation, those students taking courses for personal enrichment need to be identified.

More interaction with the program advisory committee is planned for the future. The committee is currently reviewing the present curriculum and the proposed office technology and word processing options, and will be researching the projected enrollments for these options.

The College is exploring articulation with the local high schools to encourage students with shorthand and typing skills to take proficiency exams for the purpose of establishing College credits.

Recruitment activities need to be increased to foster public awareness of what the program has to offer.

A review of the existing curriculum is necessary to determine how it should be revised to meet local needs.

PROGRAM EVALUATION REPORT
1986

COLLEGE: Wor-Wic Tech Community College

PROGRAM TITLE: Radiologic Technology

PROGRAM HEGIS NUMBER: 5207-01 LEVEL OF AWARD: AA

1. **What factors account for the low enrollment in this program?**

   Lack of aggressive recruitment in the high schools.

   Lack of public awareness of the profession and program.

   This is a full-time program offering day classes only.

   Inability of applicants to satisfy the selective admissions standards.

   Availability of less time-consuming educational options which offer greater monetary rewards.

   Admissions to program occur only once a year.

2. **If the original proposal estimated enrollment, how do the projections compare with actual enrollment? If there are substantial differences, what factors account for them?**

Year	Projected Enrollments	Enrollments Permitted by Accrediting Body	Actual Enrollments
1982	10	22	17
1983	20	22	18
1984	25	22	15
1985	30	22	12
1986	30	22	10

   Factors which account for these differences include: Projections for 1984, 1985, and 1986 exceed the enrollments permitted by the accrediting agency, and the projections do not accurately reflect the job market.

3. **What factors account for the low placement of students in full-time jobs related to their field of training?**

   Some graduates enroll in full-time baccalaureate degree programs.

   Some graduates enroll in full-time advanced specialized training programs.

A survey of the 1985 and 1986 graduates shows that 100 percent of the graduates are employed in positions directly related to their field of training.

4. **For graduates who secured full-time employment, list all of the occupational titles reported on the most recent follow-up survey.**

   radiologic technologist
   radiologic technician

5. **Describe contacts that you have had with employers about the curriculum and the need for the program. How often has the program advisory committee met during the past year, and what changes or revisions were suggested by the committee? How many members of the program advisory committee are from organizations that employ graduates of the program?**

   The program advisory committee meets three times a year: in September, January and May.

   The program advisory committee has endorsed the following actions: revision of the admissions policy and update of the curriculum.

   Of the program advisory committee's 14 members, six represent institutions that employ Wor-Wic Tech graduates. Peninsula General Hospital Medical Center employs the largest number of graduates.

6. **What major recommendations were made in the recent reaccreditation visit? How is the College responding to these recommendations?**

   The recommendations of the accrediting body included:

   - Review and revise performance objectives as necessary to identify measurable competencies and further develop these to demonstrate student progression from basic to advanced learning.
   - Provide supervised clinical education.
   - Immediately take the necessary steps to provide students with adequate clinical supervision through provision of a clinical instructor.
   - Continue the efforts to provide adequate library and instructional resources.
   - Document the educational plan for student assignment to other than normal daytime hours to include specific objectives and an accompanying evaluation system.

   Actions taken within the College include:

   - Continue to update and refine the radiography performance objectives at regular intervals.

- o A clinical instructor has been hired by the clinical affiliate.
- o Increased library budget for the department.
- o A clinical rotation plan has been documented.

7. **Make a value judgment about the quality of the program. Is program quality low? Satisfactory? Excellent?**

Program quality is excellent.

The College has had excellent results on the American Registry of Radiologic Technologists certification examination--100 percent passed over the past three years.

Recent graduates have had no problem finding employment prior to graduation.

The demand for graduates exceeds the supply of students.

The program has an active advisory committee.

The recommendations of the accrediting body were mostly minor in nature.

8. **What action(s) does the College plan to take to address the above issues?**

A Collegewide emphasis on recruitment and retention with special attention to the limited enrollment programs is planned. Some specific actions intended include:

- o The identification of local high school science supervisors and instructors who may receive program officials to address their classes.
- o The scheduling of an additional information night, the development of a public display, the dissemination of consumer information pamphlets, and the increased use of local news media.
- o The researching of the feasibility of offering night classes or a part-time program.
- o The offering of ACT review courses through the College's community and continuing education department.
- o The researching of the feasibility of permitting admission to the program during any semester.

SBCC STAFF RECOMMENDATIONS/COMMENTS

The College is encouraged to continue and expand its marketing efforts for the Radiologic Technology program. While the program is of high quality, cost considerations may make it difficult to sustain if enrollments continue to decline. More specifically, the College is encouraged to offer night classes as well as a program that can be completed by part-time students, as suggested in question #10. Such a restructuring of the curriculum would make the program available to a wider range of students and thus likely lead to the increased enrollments needed to effectively and efficiently operate the program.

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